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A Study to Determine the Value and Need of a Vocational Group Guidance Unit at the Eighth Grade Level of Brighton Junior High School Brighton School District One Rochester 18, New York

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A STUDY TO DETERMINE THE VALUE AND NEED OF A
VOCATIONAL GROUP GUIDANCE UNIT
AT THE EIGHTH GRADE LEVEL
OF BRIGHTON JUNIOR HIGH SCHOOL
BRIGHTON SCHOOL DISTRICT ONE
ROCHESTER 18, NEW YORK

ROBERT R. RENNER

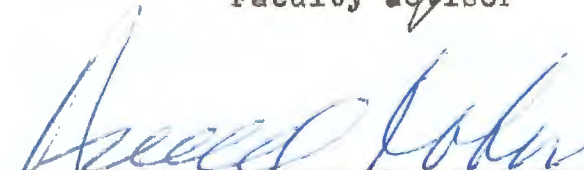
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APPROVED:


Faculty advisor


Director of Graduate Studies

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The preparation of a research project is not the ultimate consequence of one individual effort.

Therefore, I extend my gratitude to my wife, Marita, for her valuable assistance and spiritual encouragement through a trying period of time. To my advisor, Dr. Andrew Virgilio, my great appreciation for the wisdom of his recommendations and guidance is acknowledged.

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CHAPTER I

INTRODUCTION

During the last decade, the vocational guidance aspect of education has been the recipient of much condemnation and critical inquiry. The many doubts cast upon this function of today's schools arise, in part, from the deluge of delinquency that is rampant in contemporary society.

The critical assault proclaims that the child of low scholastic ability or the potential drop-out has not been effectively prepared for a vocation that is suitable or satisfying. From such a situation develops the problem of the aimless youth. Of more serious consequence, though, is the apparent neglect of the talent of the gifted youth that provides the necessary intellectual manpower which the national security depends upon. In essence, there exists the attitude that education has failed to provide the proper direction of youth of varying abilities into beneficial contributions to society and country.

The task of ameliorating the techniques and concepts for combatting the problems upon the present scene is compounded by the challenge of the years ahead. With the Age of Automation sounding the death knell for many occupations, modifying many others, and giving birth to new vocations, the implications for greater school responsibility becomes increasingly apparent. Education must alert today's youth to the new conditions, opportunities, and requirements of tomorrow's world of work that he will encounter.

To fulfill such immense obligations and to alleviate the criticism that abounds, the realm of vocational guidance is presently engaged in the promotion of many studies and projects of self-inquiry. Many schools and institutions are evaluating guidance functions and programs of vocational development with the desire that improvement can be fostered in a field where research has been lacking.

It is upon this premise of needed evaluation for the improvement of vocational guidance that the following research study is based.

The Purpose of the Study

The specific purpose of this research study is to determine the effectiveness of the vocational group guidance unit that is offered to the eighth grade students enrolled in the Brighton No. 1 School System.

To arrive at a conclusive analysis of the ultimate problem, the aspects of the need for the program and the actual presentation of the program will be investigated and data based on the findings will be evaluated. Evolving from the two aspects to be considered are the following pertinent questions which may be acknowledged as sub-problems per se:

1. Does the Brighton eighth grade pupil have a need for vocational guidance?
2. How successfully does the unit fulfill its objectives?
3. What aspects of the unit are satisfactory and should be continued?
4. What aspects of the unit are not satisfactory, should be improved, or eliminated?
5. What recommendations or suggestions can be offered to facilitate further improvement of the unit?

The need for this research on the vocational guidance unit is evident. The eighth grade student is at a decisive stage of his educational sequence whereby secondary school programs of study must be contemplated and determined. The decision that is

made may be influenced by the occupational information that the school has provided for the child. It is of utmost necessity that the school recognizes the proper procedures and techniques for presenting suitable information and direction that is compatible to the attitudes and maturity of the junior high pupil. Of equal importance, the school must be ready to initiate a program of action when it is alerted to defective or faulty phases of the vocational guidance service. Thus, the significance of this project is focused upon the conclusions and recommendations that will be presented to the administration and guidance department of the school system. The evaluation and improvement of a vocational guidance program at any grade level in any school community is more essential than ever in the present era of dynamic technological and social change.

The Procedure of the Study

As stated in the preceding pages, the purpose of this study is to determine the degree of effectiveness of a vocational group guidance unit that is offered to the eighth grade pupil of the Brighton No. 1 School System. In the hope of formulating an evaluation as comprehensive as possible, it was deemed essential that the reactions of the pupils who participated in the unit and the teachers that conducted the unit should be accumulated and organized to the extent that the information could reveal:

1. The vocational needs of the Brighton eighth grade pupil
2. The degree of attainment relating to the objectives of the unit
3. The interest level of the student group
4. The positive or negative aspects of the unit

To acquire the data necessary for such an analysis, the objectives and content of the unit were examined as a basis for the design of measuring instruments that would solicit the desired information. After careful consideration, a student questionnaire and a teacher opinionnaire were created as the evaluative devices. The characteristics of the devices are as follows:

The Student Questionnaire

The questionnaire consisted of three sections that involved sixty five items. The first section was composed of fifty-five

questions that could be answered by a response of Yes, No, or Undecided. The fifty-five items were separated into the following categories:

1. Needs and Purpose of the Unit
2. Library Facilities
3. Career Night
4. Class Activities
5. Miscellaneous --- (future unit, films)

The second section of the questionnaire consisted of two questions that involved the ranking or preference of phases of the program and the ranking of preference of influential factors in the selection of an occupation.

The third section of the questionnaire consisted of eight questions that elicited comment upon the unit in reference to the following:

1. Time element
2. Interest
3. Strengths or weaknesses of the unit
4. Motion picture films
5. Suggestions for unit improvement
6. Opinion of the unit

The Teacher Opinionnaire

To aid in further investigation through a different perspective, the seven teachers that conducted the unit were asked to comment upon observations and to offer opinions

regarding various aspects of the program. The opinionnaire consisted of twenty-two items that related to the following areas:

1. Strengths and weaknesses of the unit
2. Interest level of the pupil
3. Need for the unit
4. Suggestions for improvement of the unit
5. Evaluation of the unit

Upon examination of the opinionnaire, the reader should be aware that many of the items are similar to items of the pupil questionnaire. Thus, verification or contradiction of the pupil and teacher reactions can be established.

In summarizing, the author has attempted to create a pupil questionnaire that is reliable and valid in relation to its objective. On the basis of Barr's criteria for construction of questionnaires, the measuring instrument of this study attempted to integrate the following characteristics:

1. Objectivity in meaning and scoring should be sought.
 - a. The questions should be formulated so as to enable the individual to supply information under discrete categories and express specific points of view.
 - b. It should be possible to translate replies into quantitative expressions of absolute or relative values which may be described by statistical techniques.
 - c. The plan for quantitative treatment should be sufficiently adequate to permit question-to-question comparisons and comparison of findings with results of other investigations.
2. Opportunity should be given to the respondent to include supplementary or explanatory information.

3. The questionnaire as a research instrument should be sharply focused upon specific purposes and be analytical in nature.¹

Despite the structuring of the questionnaire in accordance to the criteria set forth, there does exist limitations to the use of a questionnaire and therefore limitations to the study in question. As the New York State Association of Deans and Guidance Personnel indicates:

Two major problems in the use of the questionnaire technique are the inability or unwillingness of the individual to communicate and the difficulty in achieving uniform interpretation of questions and directions by the respondent.²

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1. Arvil S. Barr, et al., Educational Research and Appraisal, p. 67.
 2. New York State Association of Deans and Guidance Personnel, Operational Studies in Guidance, p. 21.

The Scope of the Study

For proper orientation in reference to the study, the observer should be aware of the content of the unit under consideration and the environment in which the unit was conducted.

The content and organization of the vocational unit was developed by the Guidance Department of the Brighton Junior High School. The actual outline of the unit that was distributed to the students and teachers involved in the unit may be found in the Appendix. Upon examination of the outline, the following pertinent facts may be observed:

1. The objectives of the unit are:
 - a. To inform students about the various occupational opportunities in the world
 - b. To help students begin to formulate future educational and vocational plans
 - c. To help students develop and improve their ability to obtain and use occupational and educational information
 - d. To impress students with the importance of sound occupational decisions and their relations to future success and happiness
2. The unit was conducted from January 16, 1963 to February 13, 1963, which encompassed twenty-one actual school days.
3. The unit was a complex of activities that were

supervised in the English and citizenship education classes. The library facilities were used to a great extent.

4. The study of sources of occupational information were a cooperative effort among the English teachers and the librarian.
5. The study of job classification and the "changing world of work" were activities conducted in the citizenship education classes.
6. The study of a particular occupation culminating in oral reports or panel discussions was supervised in the English classes. Written reports were volunteered by many pupils.
7. The Kuder Preference Record was administered by the citizenship education teachers.
8. The concluding activity of the unit involved attendance at the Career Night Program. The program was also scheduled for high school students.
9. All pupils had the opportunity to visit the library during a regular class period for the purpose of learning about occupational information.

The Environment of the Study

The academic, cultural, and socio-economic background of the youth that participated in the unit and the resulting study are significant factors to consider in the evaluation of the guidance unit.

To offer a valid overview of the community, the author has taken the liberty of offering excerpts from the 1957 report of the Commission on Secondary Education committee that conducted an extensive appraisal of Brighton High School.

1. It is obvious that Brighton is a favored community, housing is far above the average indicating far above per capita wealth and the data in the Educational Status of Adults discloses that almost half of the parents are college graduates.
2. Unusually high socio-economic factors
3. Brighton is one of the few community high schools in the United States where almost everybody goes on to a higher institution of learning and is distinctively college-centered.
4. As will be noted in many places in the survey, there is present a receptive, far above average student body.
5. Aesthetic advantages are undoubtedly present in most Brighton homes.¹

To supplement the above report, the following statements are offered from a Brighton Teachers Association Workshop report on the Brighton community during the year of 1959.

1. A community which provides above average cultural opportunities, social participation, and scholastic attainment
2. Brighton is a very socially-minded community. About one-half of the high school group questioned said their parents belonged to country clubs.
3. The survey shows that a high percentage of parents provide cultural stimulation within the home.

1. Commission on Secondary Education, Report of the Committee Visiting Brighton High School on November 18, 19, 20, 1957.
p.2.

4. About 85% to 95% of our high-school graduates go on to schools of higher learning. This percentage is far above the state average of 38%.¹

On the basis of the findings, the consensus indicates that the youth of the Brighton community are recipients of high socio-economic and cultural advantages and capable of fine academic achievement.

Whereas the study involves the present eighth grade group of the 1962-1963 class year, it would be of more notable significance to observe the Science Research Association Placement Test Scores that this group achieved in March of 1963.

1. Two hundred and thirty-six of the 254 pupils placed at or above the 50th percentile in I. Q.
2. The median I. Q. was 118 of which 87% of the group placed.
3. One hundred and nine of the 254 pupils were at the 90th percentile or above.
4. Seventeen of the 254 pupils were below the 50th percentile.²

The above statistics reveal that the students that participated in the unit are capable of high scholastic attainment.

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1. Brighton Teachers Association, The Homes Our Children Come From, pp. 2-4.
 2. Science Research Associate Placement Test Scores, 1963, Brighton, New York: Brighton Junior High School, 1963.

CHAPTER II

THE REVIEW OF LITERATURE

The Need For Junior High School Vocational Guidance

To ascertain possible conclusions or solutions to the problems of this study, basic tenets or concepts of philosophy pertaining to vocational guidance must be recognized or defined. Educators concur that occupational development is the process by which the schools will guide the youth towards realization of his limitations and achievements and assist him in the preparation of an appropriate vocation through educational planning and the dispensing of occupational information. Emerging from this ideal is the undeniable fact that vocational guidance and educational planning are linked inseparably and viewed as one entity. One cannot prepare for a career without consulting the educational prerequisites of the occupation and one cannot plan his academic future without a reference to a general vocational aspiration.

Another important responsibility that the school identifies is the policy that refrains from dictating the occupational choice or decision for the student. Rather, the institution offers exploratory experiences, factual information, and advice to the pupil for direction towards a suitable career of his own choosing. In summarizing the previous thoughts, it is appropriate to state that vocational guidance is:

The process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society.¹

When to initiate this sequential process through a formal organized plan is a topic of consternation in the area of vocational guidance and there appears to be no definitive agreement emerging from the scene as yet. The problem is ever present in the sphere of curriculum and concerns itself with the appropriate grade or age level at which a concept or a study should be introduced to a student.

The time in the process at which it takes place is an all important consideration in determining the appropriateness of vocational counseling procedures and techniques.²

Many educators and guidance authorities have strongly urged that the junior high level is the proper environment in which to inaugurate a vocational guidance offering and that the program should encompass the following:

The vocational phase of the junior high guidance program should be involved with assisting students with plans for a career or vocation. It involves not only assessing the vocational traits and abilities of the students but acquainting them with occupational information appropriate to their needs. Another function is that of providing an opportunity for students to examine carefully their vocational potentialities in relationship to available vocational fields of work.³

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1. Wesley Tennyson, et al., The Teacher's Role in Career Development, p. 10.
 2. Frank E. Wellman, Vocational Counseling of Adolescents: A Critical Look, p.2.
 3. Harold F. Cottingham and William E. Hopke, Guidance in the Junior High School, p. 52.

The concept of such a program embodies the exploratory philosophy of the junior high school and is fundamental in satisfying a physiological need of the adolescent. In appraising the needs or developmental tasks that Havinghurst identifies with the adolescent period, Cottingham and Hopke confirm that "all of them have general significance for the junior high years."¹ Among those developmental tasks that Havinghurst lists appears the need for selecting and preparing for an occupation. As relating to the investigative pursuits, Cottingham and Hopke further state:

In the junior high school, pupils should have the opportunity to broaden and extend latent vocational interests. In contrast to the senior high school where more specific vocational information may be appropriate, the guidance program in the junior high school should stress acquaintanceship with many fields of work on an exploratory basis.²

Supporting the introduction of this program is the realization that the eighth grade level is the juncture at which the student will begin formulating plans for secondary school education and vocational interests will be a participating factor in those plans. Acknowledging this fact is the evidence gathered from the analysis of a study of 29,000 seventh grade pupils enrolled in Oklahoma junior high schools. The following recommendations were stated as follows:

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1. Harold F. Cottingham and William E. Hopke, op. cit. pp. 25-26.
 2. Ibid., p. 57.

- a. Regarding seventh graders, it seems realistic for teachers to consider discussions of educational programs and occupational aspirations within subject matter and in the classroom. Units, field trips, projects, and course content should reflect growing emphasis being placed on educational-vocational planning in our society.
- b. Because these data show student awareness of high school curricula, teachers, administrators, and counselors must take steps to insure the accuracy of educational and occupational information possessed by the students.¹

The importance of vocational implications upon the educational future of the child is further emphasized in the following:

The need for furnishing more and better educational and vocational guidance on the junior high level is strongly urged in a 1958 Bulletin of the United States Office of Education which states: 'The period of most urgent need for guidance is when the crucial decisions are made regarding the educational. This is normally at the eighth or ninth grade level when the differentiation and choice of subjects become possible!'²

Wrenn also indicates that elementary and junior high school students have a definite need for vocational counseling to keep abreast of the ever changing educational requirements for vocations in the dynamic era of the future.³

Advocates of the vocational guidance junior high school program maintain that a great number of eighth grade pupils aspire to careers beyond their aptitudes and abilities.

A period of painful readjustment of attitudes, and in some cases aspirations, confronts young people as they

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1. Harry J. Parker, "The Seventh Grader and His Future," Education, vol. 83, pp. 292-294.
 2. Harold P. Cottingham and William E. Hopke, op. cit., p. 35.
 3. Gilbert C. Wrenn, The Counselor in a Changing World, p. 151.

become aware of the realities of occupational life. Proper preparation during the school years would do much to alleviate the stress which accompanies these adjustments.¹

This attitude is substantiated by the evaluation of two research surveys conducted among junior and senior high school pupils. The first study involved 929 secondary school pupils and solicited information on reasons for occupational choice. The age bracket of the pupils was within 14-19 years of age and the student group had proportionately more parents who attended college than the general population. From the data of the study, the investigators stated that the

youth are frustrated in the intelligent selection of a vocation because of a lack of knowledge. There is a definite need for more vocational orientation in the junior and senior high school.²

Supporting this conclusion of unpreparedness and the need for more thorough and earlier vocational development are the results of another project that surveyed 533 pupils of two junior high schools of New York City. The authors of the study determined that a "large percentage of adolescents chose occupations beyond their mental capacities thus giving evidence of their youthful idealism."³

1. Wesley Tennyson, et al., op. cit., p. 23.

2. Marvin Powell and Viola Bloom, "Development of and Reasons for Vocational Choices of Adolescents Through High School Years," Journal of Educational Research, November 1962, p. 129.

3. Urban Fleege and Helen Malone, "Motivation in Occupational Choice Among Junior-Senior High School Students," Journal of Educational Psychology, 1946, p. 86.

In reference to other un-named surveys, Dr. Walter M. Lifton, Director of Guidance, Publications and Services for Science Research Associates, issued the following comment as a participating speaker at a guidance conference in Rochester, New York, during the month of January, 1963:

Public schools have failed to recognize their responsibilities for occupational and educational guidance in the early grades. Recent studies suggest that broad areas of interest begin to appear in children as young as eight years old. Teachers can well ask themselves how effective they are in opening a child's eyes to the world of work and the choices which confront them.¹

The support of such a program has been rejected by other quarters of the educational realm who deny the practicality of occupational study for the thirteen year old child. On behalf of this conclusion is the inference that the readiness of the pupil is not appropriate and that thorough self-appraisal of the pupil concerning skills, abilities, and interests should take precedence over any involvement of occupational guidance. The latter argument is opposed by the supporters of the junior high program on the basis that the student's perception of himself is an integral phase of the vocational guidance program.

In rebuttal to the other statements attributed to the positive value of early vocational training, Hoppock states:

It is obviously unrealistic to try to teach eight or ninth grade students occupational facts that they will

1. Clifford Smith, "Early Guidance In Schools Urged," Rochester Democrat and Chronicle, January 17, 1963, p. 14.

not use until they are high school or college seniors. By that time the facts they learn now may no longer be facts. Even if they were, we could hardly expect the students to remember them accurately or to take much interest in learning them so long in advance. The best time to learn anything is just before we are going to use it, not three or four years before.¹

In addition to Hoppock's own personal view, he reinforces his stand by citing the study of Kefauver and Hand. The study compared a 391 pupil experimental group that had been offered an occupation course for one semester and a 250 pupil control group that did not have the course offering. The course provided for a detailed study of occupational opportunities and information.

The results of this investigation were something of a shock to proponents of the ninth grade course in occupations. No statistically significant differences between the two groups were found.²

An additional study conducted by Jessup confirms the findings of Kefauver and Hand. This particular study consisted of a ten week unit on occupations with ninth grade students as participants. The ninth grade pupils were given a test before the unit and the identical test was given at the conclusion of the unit. The same pretest and retest situation was given to seventh and eighth grade pupils that did not participate in the unit. After evaluating the results of the testing tech-

1. Robert Hoppock, Group Guidance: Principles, Techniques, and Evaluation, p. 37.

2. Ibid., pp. 193-194.

niques, Jessup concluded that "the teaching of a course in Occupations does not impart enough vocational information to justify itself."¹

The summary of these thoughts are aptly stated by the noted educator, Dr. Benjamin Fine, in the following quote:

Perhaps career guidance should be left to the senior high, since most pupils are required to stay in school until they reach sixteen or seventeen.²

It must be reported that the author of this project encountered a lack of literature pertaining to response opposing the establishment of a junior high vocational guidance program.

As can readily be observed by the findings of quantitative and qualitative studies and the authoritative comments of distinguished educators, there exists no unanimous decision relating to the introduction of vocational guidance at the eighth grade level.

As Hoppock indicates:

We need an almost infinite variety of studies to evaluate group guidance offered to different groups, for different purposes, at different ages and grade levels.³

1. Robert Hoppock, op. cit., pp. 189-190.

2. Benjamin Fine, The Modern Family Guide to Education, p. 112.

3. Robert Hoppock, op. cit., p. 222.

The Principles of Philosophy of Vocational Guidance in the Junior High School

It is encouraging to note that the investigation of the studies and accompanying literature have projected forward conclusions or facts that have been established as basic fundamentals in the philosophy of vocational guidance program for the early adolescent. These tenets serve as a guide towards a unit of functioning efficiency and are outlined as follows:

1. The occupational needs of the pupils can best be facilitated by group guidance methods rather than by individual counseling.
2. The pupils should have a definite awareness of his limitations and achievements in reference to his abilities, interests, and aptitudes before he encounters the exploratory vocational experiences that the junior high school provides. On the basis of self-appraisal, it is desired that the pupil will seek information of vocational fields that are compatible with the perception of himself.
3. The child that is academically lesser than his peers and identified as the very slow learner or potential drop-out must receive more specific attention and vocational preparation than his colleagues. It is an essential responsibility of the schools to assist the pupil not collegebound or who will terminate

his schooling before graduation, towards a position of work correlated to his abilities.

4. The socio-economic environment of the community has a definite impact upon the type of program or unit that is offered to the children of that community. A vocational guidance unit program for one school at one level may not be appropriate for the same grade level at another institution.
5. It is realized that the success of a junior high vocational unit is not solely dependent upon the need of the child and the principles of philosophy that have been stated. Another concept that must be considered is the type of presentation that is offered to the pupils. This thought appears consistent with the theory that little is gained if a thing is taught poorly at the right time.
6. Vocational guidance is a continuous activity and not concentrated within a specific time period during the youth's educational experiences.
7. Vocational group guidance experiences should be of an exploratory nature and emphasis concentrated upon the gathering of information on occupational fields and opportunities. A unit plan is recommended for pupil reception in the thought that it constitutes an assured approach for presentation of information

to all of the pupils that are enrolled in specific courses, rather than through the assemblies and occupational visits. The "career unit" usually utilizes the following activities:

- a. Individual student reports - oral and written presentations
- b. Committee reports - oral and written presentations
- c. Preparation of an occupational scrapbook
- d. Occupational visitations
- e. Audio-visual aids - motion picture films, slides, filmstrips, etc.
- f. Career Night program
- g. Extemporaneous discussion in class
- h. Study of training opportunities for vocations
- i. Study of classifications of occupations
- j. Study of occupational opportunities
- k. Study of the process of self-evaluation
- l. Investigation of a prospective vocational area or position
- m. Study of the changing world of work
- n. Assembly programs
- o. Study of the sources of occupational information

CHAPTER III

ANALYSIS OF DATA

Introduction to Analysis

The following pages of the study present a detailed analysis of the data evolving from the student questionnaire, the teacher opinionnaire, and a report of an interview with the school librarian.

For proper orientation to the important aspects of the analysis, the reader should be acquainted with the organizational structure and administration of the analysis.

I. Student Questionnaire

A. First Section: Items 1-55

1. Each item of the questionnaire is stated.
2. The types of total student response, male pupil response, and female pupil response to each item according to number and percentage of response are indicated.
3. Many of the pupil comments that were gathered as responses to items 58-65 are stated as additional material in the analysis of items 1-55. After careful and objective evaluation of the comments, the author inserted those comments that revealed a very positive relationship to the statistical evidence and the concept of the question in the item. The comments appear appropriate as responses to items 1-55 if the items had required

the pupils to provide explanatory data. Thus, the purpose of inserting these comments is to provide further insight into the attitudes and opinions that are reflected by the response that the students gave. It should be noted that the comments of the pupils have not been edited by the author.

4. Objective statements of the author in reference to the statistical evidence and pupil commentary are given.
5. To facilitate and ensure a compact and thorough investigation, many items that are similar in concept have been grouped, and a combined analysis has been presented on the group of related items.

B. Items 56-57

1. Each item of the questionnaire is stated.
2. The types of total student response, male pupil response, and female pupil response to each item according to number of preferential choice is indicated.
3. Analysis of the data is reported.

C. Items 58-65

1. Each item of the questionnaire is stated.
2. The types of total student comments, male pupil comments, and female student comments, according to frequency of comments is indicated.
3. Explanatory comments or opinions of pupils in

reference to the items are listed.

4. Evaluation of information elicited from the responses and comments

Of the 254 eighth grade pupils that were engaged in the vocational unit, 236 of the pupils were respondents to the questionnaire that was distributed one week after the unit was concluded. This represents a 92.9% sampling of the total group which is satisfactory in view of Good and Seates' recommendation of a 90% sampling of the total response to a questionnaire for assurance of reliable results.¹ It must be noted that a total response was not always elicited from the student sampling in reference to certain items. This lack of complete response is due to the item's reference to an activity for which the respondent was absent.

The questionnaire was administered during a regular class period of forty-five minutes. The pupils were not required to identify themselves by name; however, the pupils were directed to identify themselves according to their sex. After the collection of the questionnaires, the responses were tabulated twice. For further verification, the male pupil and female pupil responses were combined to provide a check-reference on the total responses elicited from the group.

Previous to the actual distribution of the questionnaire

1. Operational Studies in Guidance, op. cit., p. 21.

for data analysis, a pre-testing of the questionnaire was given to twenty-five students and their critical remarks assisted in the revising of several items.

II. Teacher Opinionnaire

The teacher opinionnaire was issued to the seven teachers who conducted the unit in their classes. The teachers were not required to identify themselves by name; however, the teachers were directed to identify themselves according to the subject which they taught.

For consideration of a proper analysis, the author has re-stated the comments of the staff to each of the twenty-two items that they were queried on. There existed a lack of teacher opinion in many areas. This absence of information was due to the inability of the English teachers to comment upon the activities that were developed in the citizenship education classes and this concept applies in a reverse situation.

THE ANALYSIS OF THE STUDENT QUESTIONNAIRE

1. Did you ever have any serious concern about what type of occupation you will have in the future before you studied this unit?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	148	62.71	75	64.65	73	60.83
No	61	25.86	30	25.86	31	25.83
Undecided	27	11.44	11	9.48	16	13.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

2. Did the unit help you to think about yourself and your future plans?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	175	74.15	87	75.00	88	73.33
No	38	16.10	16	13.79	22	18.33
Undecided	23	9.75	13	11.21	10	8.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. It will be helpful in planning my future.
2. It made me stop and think for the first time on what I want to be in the future.
3. I started to think about myself and a future occupation.
4. It satisfied my curiosity about what I could become when I grow up.
5. As I read more and more I became more involved and thus started thinking about my future.

The statistics reveal that a majority of the pupils have contemplated on future aspects in reference to vocational aspirations. It is interesting to note that the response to

the YES choice of item #2 is 10-13% higher than the response to the YES choice of item #1 in all categories. The unit apparently has stimulated more thinking upon the area of occupations.

3. Did you obtain information that will help you in making decisions about yourself and your future plans?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	173	73.31	81	69.83	92	76.67
No	35	14.84	16	13.79	19	15.83
Undecided	28	11.86	19	16.38	9	7.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. It is good to discuss occupations before we enter high school.
2. Learning facts is helpful because you can plan courses for high school.
3. The more I learned about different jobs, the more I thought about one I could qualify for.
4. It helped me understand how many jobs there are and that you must pick the right one according to your abilities and interests.
5. I began learning about requirements of fields that I am interested in.

Approximately three out of every four pupils indicated that they felt they had obtained information that would be pertinent to the formulation of plans.

4. Did you feel that learning about occupational fields was necessary for you at this time?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	50	21.19	26	22.41	24	20.00
No	129	54.67	66	65.90	63	52.50
Undecided	<u>57</u>	<u>24.15</u>	<u>24</u>	<u>20.69</u>	<u>33</u>	<u>27.50</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments:

1. We don't know what we are really going to be.
2. The unit was presented too early.
3. It is too early to start a career unit at the age of thirteen.
4. I think that eighth graders, although they should be aware of the world of work, do not have to start so early.
5. Wait till the ninth grade.
6. It either should be left out or done when the kids are older.
7. I didn't care about learning about jobs right now.
8. We were pushed into something we are not ready for.
9. We're only kids now and don't have any idea of what we want. Give it in tenth grade.
10. We are going into this unit too soon. Everyone thought that since we were doing this, we had to make up our minds right then about a job. I know this wasn't supposed to happen but it did.
11. It should be given at a different time when it means more to us.
12. Too, too, too early. I think putting pressure on students to decide upon an occupation now is crazy.
13. We don't want to learn about occupations so soon.
14. Too early to study world of work in detail as we did.
15. It was quite informative and worthwhile although a lot of this will be covered in high school.
16. I'm glad we are learning about jobs at this early age.
17. It is good to discuss occupations before we enter high school.
18. Very helpful in thinking about courses to take in high school.
19. Learning facts is helpful because you can plan courses for high school.

The response to item #4 presented an interesting contrast of thoughts on the basis of previous items. In reference to item #1 and #2, a majority of pupils inferred that they have deliberated upon future vocational pursuits. Yet, more than one-half of the students indicated the opinion that their age or grade level is not the proper or necessary time to initiate a program such as was offered. Most of the negative comments were evoked by students indicating a lack of readiness or the thought that the content would be repeated in secondary school where it would be more meaningful. Some pupils stated that the only value of the unit involved the formulation of educational plans.

5. Did you feel that the unit supplied you with information about occupational opportunities?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	181	76.69	87	75.00	94	78.33
No	26	11.02	10	8.62	16	13.33
Undecided	29	12.29	19	16.38	10	8.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. It opened our eyes to the world of work.
2. Other people's choices of jobs showed me other opportunities in thinking about a career.
3. Some jobs I had never really heard about and was anxious to learn about.
4. I didn't know there was such a variety of jobs.

This item was related to item #3 and the results of both items were substantially correlated. The majority of pupils indicated that they were able to acquire information through the unit presentation.

6. Do you feel that you know yourself well enough in regard to limitations and achievements, to think about occupational fields?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	88	37.29	39	33.62	49	40.83
No	82	34.75	44	37.93	38	31.67
Undecided	66	27.97	33	28.45	33	27.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

7. Would you have rather spent time on the study of your limitations and achievements than on the occupational unit?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	88	37.29	36	31.03	52	43.33
No	94	39.84	49	42.24	45	37.50
Undecided	54	22.88	31	26.72	23	19.17
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comment:

1. I found things about me that I didn't even know.
2. After the Kuder test, I thought more about a field that would be good for me.

The data reveals no clear majority concerning the type of response to the items. Most of the pupils indicate that they are not sure, or do not know, of the extent of their capabilities in reference to vocational fields. It is interesting to note that opposite reactions are observed among the boys and girls in items #6 and #7. Of the total response of the

boys, more felt that they did not have a sufficient self-appraisal and yet more boys did not prefer a study of this aspect in place of a career unit. Of the total response of the girls, more indicated that they know themselves well enough and more stated that they would prefer more work in this area than the career unit.

8. Did you feel that the time spent upon the unit was worthwhile to you?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	142	60.17	76	65.52	66	55.00
No	52	22.03	21	18.10	31	25.83
Undecided	42	17.80	19	16.38	23	19.17
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comment:

1. I thought it was a great unit.
2. My general opinion of the unit is that it was good and informing but very overworked.
3. On the whole, it was interesting and helpful.
4. It was good background but it doubled my work.
5. Everything was repeated.

The respondents indicated that the time spent on the unit was beneficial despite the evidence in item#4 that revealed the attitude that the unit was not necessary at their level.

9. Have you given any thought to your high school subject program in connection with an occupational field since you have finished the unit?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	135	57.20	65	56.03	70	58.33
No	79	33.48	43	37.07	36	30.00
Undecided	22	9.32	8	6.90	14	11.67
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. It is good to discuss occupations before we enter high school.
2. Very helpful in thinking about what courses to take in high school.
3. Learning facts is helpful because you can plan courses for high school.

The item provides evidence that the unit has motivated a majority of the pupils towards thoughts of educational planning.

10. Did you find information on requirements needed for a particular occupation?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	205	86.86	97	83.62	108	90.00
No	20	8.48	12	10.34	8	6.67
Undecided	<u>11</u>	<u>4.67</u>	<u>7</u>	<u>6.03</u>	<u>4</u>	<u>3.33</u>
	236	100.00	116	100.00	120	100.00

11. Did the requirements make you think about your high school program of studies?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	150	63.57	81	69.83	69	57.50
No	60	25.42	23	19.83	37	30.83
Undecided	<u>26</u>	<u>11.02</u>	<u>12</u>	<u>10.34</u>	<u>14</u>	<u>11.67</u>
	236	100.00	116	100.00	120	100.00

12. Did the requirements make you think about yourself and your skills, interests, and intelligence?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	188	79.67	97	83.62	91	75.83
No	23	9.75	11	9.48	12	10.00
Undecided	<u>25</u>	<u>10.59</u>	<u>8</u>	<u>6.90</u>	<u>17</u>	<u>14.17</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments:

1. More interested because I didn't know anything about job qualifications.
2. The more I learned about different jobs, the more I thought about one I could qualify for.
3. It helped me to understand how many jobs there are and that you must pick the right one according to your abilities and interest.
4. I began learning about requirements of fields that I am interested in.

An overwhelming majority of the students indicated that they had acquired information involving requirements and that this information had definite implications for contemplation of educational planning and the student's perception of himself.

13. Did you feel that you have learned how to find occupational information through the library facilities?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	162	68.64	87	75.00	75	62.50
No	50	21.19	22	18.96	28	23.33
Undecided	<u>24</u>	<u>10.17</u>	<u>7</u>	<u>6.03</u>	<u>17</u>	<u>14.17</u>
	236	100.00	116	100.00	120	100.00

14. Did you feel you had enough time in the library to do research upon the occupation you selected to study?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	92	38.98	45	38.79	47	39.17
No	125	52.97	60	51.72	65	54.17
Undecided	<u>19</u>	<u>8.05</u>	<u>11</u>	<u>9.48</u>	<u>8</u>	<u>6.67</u>
	236	100.00	116	100.00	120	100.00

15. Did you have an opportunity to go to the library during a regular class period to gather information about an occupation?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	129	54.67	71	61.21	58	48.33
No	107	45.34	45	38.79	62	51.67
Undecided	<u>0</u>	<u>0.00</u>	<u>0</u>	<u>0.00</u>	<u>0</u>	<u>0.00</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments:

1. Didn't have enough time for research.
2. Longer time to work, especially in the library.
3. Our class never got to learn about finding the material.
4. I would have preferred more library time.
5. We were not able to go to the library because of the smaller kids.

A majority of the pupils indicated that they have acquired the techniques of acquiring vocational information in the library despite the lack of time as shown by the data in item #14. The dissent with the time element is reinforced by the results of item #15. It had been assumed that all the pupils would have an opportunity to work in the library during a regular class period but item #15 appears to refute this.

16. Did you use the Career booklets in obtaining information?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	223	94.49	108	93.10	115	95.83
No	13	5.51	8	6.90	5	4.17
Undecided	0	0.00	0	0.00	0	0.00
	<u>226</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

17. Did you feel you had enough time to study the Career booklets?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	95	42.61	51	47.22	44	38.26
No	118	52.91	56	51.85	62	53.91
Undecided	10	4.48	1	0.93	9	7.82
	<u>223</u>	<u>100.00</u>	<u>108</u>	<u>100.00</u>	<u>115</u>	<u>100.00</u>

18. Were the Career booklets helpful in obtaining information?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	199	89.23	97	89.81	102	88.69
No	10	4.48	6	5.56	4	3.48
Undecided	14	6.28	5	4.63	9	7.82
	<u>223</u>	<u>100.00</u>	<u>108</u>	<u>100.00</u>	<u>115</u>	<u>100.00</u>

19. Did you wish to borrow the Career booklets from the library on an overnight basis?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	194	83.98	95	81.90	99	86.09
No	37	16.02	21	18.10	16	13.91
Undecided	0	0.00	0	0.00	0	0.00
	<u>231</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>115</u>	<u>100.00</u>

20. Were you able to borrow the Career booklets?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	180	92.78	89	93.68	91	91.91
No	14	7.22	6	6.32	8	8.08
Undecided	0	0.00	0	0.00	0	0.00
	<u>194</u>	<u>100.00</u>	<u>95</u>	<u>100.00</u>	<u>99</u>	<u>100.00</u>

Pupil Comments: None

Item #16 reveals that almost all of the respondents used the booklets for research and found that they were very useful, although the time was at a premium. Items #19 and #20 indicate that an overwhelming majority of the students had the desire to borrow the booklets and were able to do so.

21. Did you use the Occupational Index File in obtaining information?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	170	72.03	78	67.24	92	76.67
No	66	27.97	38	32.76	28	23.33
Undecided	0	0.00	0	0.00	0	0.00
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

22. Was the Index File helpful to you in acquiring information?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	110	64.71	50	64.10	60	65.22
No	44	25.88	23	29.49	21	22.83
Undecided	16	9.41	5	6.41	11	11.96
	<u>170</u>	<u>100.00</u>	<u>78</u>	<u>100.00</u>	<u>92</u>	<u>100.00</u>

23. Did you feel that you had enough time to acquire information from the Index File?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	80	47.06	37	47.43	43	46.74
No	80	47.06	39	50.00	41	44.57
Undecided	10	5.88	2	2.57	8	8.69
	<u>170</u>	<u>100.00</u>	<u>78</u>	<u>100.00</u>	<u>92</u>	<u>100.00</u>

24. Was information from the Index File easily available to you?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	98	57.65	42	53.85	56	60.87
No	52	30.59	24	30.77	28	30.43
Undecided	20	11.76	12	15.38	8	8.69
	170	100.00	78	100.00	92	100.00

Pupil Comments: None

Although a large number of the group used the Index File and found that it was useful, the responses were less in relationship to the same questions asked of the Career booklets. Less than half of the pupils regarded the time period as satisfactory and slightly over half of the pupils indicated that the Index material was accessible without too much undue difficulty.

25. Did you feel that there was a large amount of competition for the materials in the library?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	151	63.98	69	59.48	82	68.33
No	62	26.27	34	29.31	28	23.33
Undecided	<u>23</u>	<u>9.75</u>	<u>13</u>	<u>11.21</u>	<u>10</u>	<u>8.33</u>
	236	100.00	116	100.00	120	100.00

26. Did you feel that you had enough time during the unit to gather information about occupations and job classifications from the library?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	109	46.19	63	54.31	46	38.33
No	96	40.68	37	31.90	59	49.17
Undecided	<u>31</u>	<u>13.14</u>	<u>16</u>	<u>13.79</u>	<u>15</u>	<u>12.50</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments:

1. Too many people in the library at one time.
2. The time in which to do it was too rushed.
3. With so little time in the library, it was hard to get information.
4. In view of the fact that some of the occupational information was being used by as many as ten pupils at one time, more time should be given.

The above data further substantiates responses from previous items. The students regarded the time allotment as not wholly satisfactory and this factor, in part, may be responsible for the competitive attitude shown in item #25. It should be noted that item #26 reveals that a greater percentage

of girls than boys responded to the No category and this finding is reflected by item #15.

27. Did you attend the Career Night program?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	147	62.29	74	63.79	73	60.83
No	89	37.71	42	36.21	47	39.17
Undecided	0	0.00	0	0.00	0	0.00
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

28. Did you attend the Career Night program because you really wanted to acquire information about occupational fields?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	105	71.43	50	67.57	55	75.34
No	28	19.05	13	17.57	15	20.55
Undecided	14	9.52	11	14.86	3	4.11
	<u>147</u>	<u>100.00</u>	<u>74</u>	<u>100.00</u>	<u>73</u>	<u>100.00</u>

29. Did you feel that the Career Night program was helpful to you?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	86	58.50	42	56.76	44	60.27
No	38	25.85	17	22.97	21	28.77
Undecided	23	15.64	15	20.27	8	10.96
	<u>147</u>	<u>100.00</u>	<u>74</u>	<u>100.00</u>	<u>73</u>	<u>100.00</u>

Pupil Comments:

1. People in a certain job were speaking and they knew what they were talking about.
2. It wasn't just words from a page but from a person who was close to what he said. There were opinions and not just facts.

Approximately three out of five pupils attended the Career Night program and the same ratio exists pertaining to the value of the program. It is presumed from the findings of item #28 that most of the students attended the program motivated by a desire to obtain information rather than by the influence exerted by parents, school, or peers.

30. Did you feel that the Career Night program was more for the high school student?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	46	31.29	23	31.08	23	31.51
No	76	51.70	35	47.30	41	56.16
Undecided	25	17.01	16	21.62	9	12.33
	<u>147</u>	<u>100.00</u>	<u>74</u>	<u>100.00</u>	<u>73</u>	<u>100.00</u>

31. Did you feel that a Career Night program for junior high pupils only would be a good idea?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	50	34.01	23	31.08	27	36.99
No	70	47.62	31	41.89	39	53.42
Undecided	27	18.37	20	27.03	7	9.59
	<u>147</u>	<u>100.00</u>	<u>74</u>	<u>100.00</u>	<u>73</u>	<u>100.00</u>

Pupil Comments:

1. Do not have parents at Career Night because there were so many you could not see or hear.

The junior high pupils that attended the program are not in complete agreement in reference to the environment of the program. Approximately one-half of the group did not feel discriminated against whereas the other half indicated a negative reaction or were undecided. The feasibility of a junior high program produced no clear majority decision although more pupils indicated that the present situation was satisfactory.

32. Did you feel that the study of job classification was interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	133	56.36	65	56.03	68	56.67
No	57	24.15	35	30.17	22	18.33
Undecided	<u>46</u>	<u>19.49</u>	<u>16</u>	<u>13.79</u>	<u>30</u>	<u>25.00</u>
	236	100.00	116	100.00	120	100.00

33. Did you feel that the study of job classification was helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	145	61.44	71	61.21	74	61.67
No	52	22.03	26	22.41	26	21.67
Undecided	<u>39</u>	<u>16.53</u>	<u>19</u>	<u>16.38</u>	<u>20</u>	<u>16.67</u>
	236	100.00	116	100.00	120	100.00

34. Did you feel that the study of different sources of occupational information was interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	111	47.03	58	50.00	53	44.17
No	81	34.32	39	33.62	42	35.00
Undecided	<u>44</u>	<u>18.64</u>	<u>19</u>	<u>16.38</u>	<u>25</u>	<u>20.83</u>
	236	100.00	116	100.00	120	100.00

35. Did you feel that the study of different sources of occupational information was helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	143	60.59	66	56.90	77	64.17
No	49	20.76	22	18.96	27	22.50
Undecided	44	18.64	28	24.14	16	13.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. I thought classification was unsatisfactory and unnecessary.
2. Job classification was not necessary because I think everyone has a vague idea of whether they want to be ditch diggers or doctors or engineers.

More pupils indicated that these two aspects of the program were more helpful than interesting. Approximately half of the pupils declared their interest. Although there were several negative comments in regard to the study of job classification, more pupils indicated that this phase was more interesting and helpful than the study of occupational information.

36. Did you find that the oral reports in class were interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	120	50.85	60	51.72	60	50.00
No	65	27.54	32	27.59	33	27.50
Undecided	<u>51</u>	<u>21.61</u>	<u>24</u>	<u>20.69</u>	<u>27</u>	<u>22.50</u>
	236	100.00	116	100.00	120	100.00

37. Did you find that the oral reports were helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	94	39.83	40	34.48	54	45.00
No	91	38.57	45	38.79	46	38.33
Undecided	<u>51</u>	<u>21.61</u>	<u>31</u>	<u>26.72</u>	<u>20</u>	<u>16.67</u>
	236	100.00	116	100.00	120	100.00

38. Did you find that the questioning period after the oral reports was interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	121	51.27	57	49.14	64	53.33
No	71	30.08	38	32.76	33	27.50
Undecided	<u>44</u>	<u>18.64</u>	<u>21</u>	<u>18.10</u>	<u>23</u>	<u>19.17</u>
	236	100.00	116	100.00	120	100.00

39. Did you find that the questioning period after the oral reports was helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	104	44.07	50	43.10	54	45.00
No	83	35.17	43	37.07	40	33.33
Undecided	49	20.76	23	19.83	26	21.67
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. Oral panel discussions were best for knowledge because I learned much about many occupations.
2. I liked the oral reports because they gave the most information.
3. The oral reports gave me a broader view of occupations.
4. Learning about other pupils' job choices was very interesting.
5. The reports in English were quite illuminating.
6. You learned much more about other jobs.
7. The unit became more interesting as it went on for we listened to oral reports and gave our own.
8. There were too many oral reports on the same job.
9. The oral reports became monotonous.
10. Many people made reports on jobs I couldn't have cared less for.
11. My enthusiasm for the reports became less for there were so many.
12. Oral reports had too many details to remember.
13. Dozens of oral reports bored me.
14. Please shorten the oral reports to the class.
15. Many of the oral reports were twenty minutes of boring details.
16. Oral reports were sometimes educational but after twenty reports you become uninterested and usually the speaker isn't too enthusiastic either.
17. Making reports seemed to become a duty for a mark and not for knowledge.
18. The duplicated reports made me feel like falling asleep.
19. Oral reports were uninteresting because you had no interest in the job being reported.
20. The reports dampened my spirit.

Of all the aspects of the program, the oral reports elicited the most controversy and merits further investigation in reference to presentation. Approximately half of the pupils indicated that the reports and accompanying discussions were interesting and less than half of the group confirmed that they were helpful. The summarizing of the comments acknowledges the following opinions:

1. The value of the reports is in the divulging of information of many different occupations.
2. The ineffectiveness of the reports was focused on the same reason that established the value of the reports. Many different vocations were presented in which pupils did not evince interest.
3. There was an overwhelming number of reports and duplication of presentations.

40. Was the Kuder Preference Test helpful in providing information about yourself?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	142	60.17	71	61.21	71	59.17
No	57	24.15	29	25.00	28	23.33
Undecided	37	15.68	16	13.79	21	17.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

41. Did the Kuder Preference Test provide you with information about yourself that you did not know?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	113	47.88	55	47.41	58	48.33
No	106	44.91	50	43.10	56	46.67
Undecided	17	7.20	11	9.48	6	5.00
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

42. Did the Kuder Preference Test results make you think about yourself and your future plans?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	132	55.93	66	56.90	66	55.00
No	69	29.24	35	30.17	34	28.33
Undecided	35	14.84	15	12.93	20	16.67
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

43. Do you think that the Kuder Preference Test should be given to future eighth graders?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	164	69.49	83	71.55	82	68.33
No	46	19.49	22	18.96	23	19.17
Undecided	26	11.02	11	9.48	15	12.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. I found things about me that I didn't even know.
2. After the Kuder test, I thought more about a field that would be good for me.

The majority of the pupils regarded the administration and the results of the Kuder Preference Test as one of the most beneficial aspects of the unit. The response to item #6 and item #7 indicates that many of the students do not possess a well-conceived perception of their selves and thus, the data involving item #41 appears to be very significant in attesting to the value of the inventory test.

44. Did you feel that the material studied in your English class was repeated in your citizenship education class?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	43	18.22	17	14.65	26	21.67
No	169	71.61	85	73.27	84	70.00
Undecided	24	10.17	14	12.07	10	8.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. The time spent in the citizenship class could have been covered in two or three assemblies.
2. We went over the same thing every day in English class.
3. The material given in citizenship class was not helpful.
4. The time spent on class discussion in social studies was useless.

Most of the students were in agreement that there was no duplication of material in the two classes in which the unit was conducted. As in the comments accompanying item #32 and item #33, some pupils questioned the value of the content in the citizenship education class.

45. Did you feel that the study of the "changing world of work" was interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	92	38.98	42	36.21	50	41.67
No	75	31.78	38	32.76	37	30.83
Undecided	69	29.24	36	31.03	33	27.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

46. Did you feel that the study of the "changing world of work" was helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	90	38.14	42	36.21	48	40.00
No	75	31.78	39	33.62	36	30.00
Undecided	71	30.08	35	30.17	36	30.00
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

47. Did you find the obtaining of facts about an occupation was interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	158	66.95	80	68.96	78	65.00
No	44	18.64	23	19.83	21	17.50
Undecided	34	14.41	13	11.21	21	17.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

48. Did you find that the obtaining of facts about an occupation was helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	171	72.46	82	70.69	89	74.17
No	36	15.25	19	16.38	17	14.17
Undecided	<u>29</u>	<u>12.29</u>	<u>15</u>	<u>12.93</u>	<u>14</u>	<u>11.67</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments: None

The "changing world of work" content in the citizenship education classes was not viewed as interesting or as helpful as were other class activities. This attitude is reinforced by Section C of item #56. The opposite reaction is observed in reference to the researching for facts of a particular occupation and is supported by Section D of item #56.

49. In general, did you feel that the class activities were interesting?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	127	53.81	61	52.59	66	55.00
No	62	26.27	29	25.00	33	27.50
Undecided	47	19.91	26	22.41	21	17.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

50. In general, did you feel that the class activities were helpful?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	133	56.36	69	59.48	64	53.33
No	53	22.46	24	20.69	29	24.17
Undecided	50	21.19	23	19.83	27	22.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. We were rushed into the reports and rushed right out of them. I don't think this was very helpful.
2. It was a big waste of time. I would rather do regular work.
3. Class activities were boring and hard to listen to.
4. I did not find it interesting and the teachers reflected this attitude.
5. Most teachers acted like it was a waste of time and treated it as such.
6. A lot of the reports were the same.

A slight majority of the student group revealed a positive reaction to the value of the activities.

51. Have you enjoyed the occupational films shown to you during the school year?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	110	46.61	61	52.59	49	40.83
No	75	31.78	32	27.59	43	35.83
Undecided	<u>51</u>	<u>21.61</u>	<u>23</u>	<u>19.83</u>	<u>28</u>	<u>23.33</u>
	236	100.00	116	100.00	120	100.00

52. Have you felt that the occupational films have been helpful to you in giving information?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	95	40.25	52	44.83	43	35.83
No	99	41.95	43	37.07	56	46.67
Undecided	<u>42</u>	<u>17.80</u>	<u>21</u>	<u>18.10</u>	<u>21</u>	<u>17.50</u>
	236	100.00	116	100.00	120	100.00

Pupil Comments:

1. They were too old since most of the facts still don't hold.
2. The kids didn't take the films too seriously.
3. They were not worth much because we never had a chance to discuss them afterwards.
4. The films would be more worthwhile if they were a little more up to date.
5. Films were presented in a childish way.
6. We are too young for most of the films.
7. They were not worthwhile because they covered a specific occupation rather than a large field.
8. We should have a larger variety of films.
9. I didn't care for them because I can't remember any films for girl occupations.
10. The films only showed the best part of the job.
11. We should have newer movies because the field of work is always changing.
12. They were too old and never show any of the underneath positions or anything but the best.

13. I usually look at these films for enjoyment and not for education.

14. The movies were relaxing.

The value of the vocational films were rejected by a greater percentage of the group and the reasons for this attitude may be elicited from the pupil comments. It is interesting to note the opposite reaction involving the boys' and girls' response to item #52. More girls indicated that the films were not helpful in their belief that the emphasis of the films focused on male occupations. Many pupils stated the enjoyment aspect from an entertainment perspective rather than an educational one.

53. Do you think you would enjoy an occupation unit if it were given in the ninth grade?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	97	41.10	54	46.55	43	35.83
No	76	32.20	35	30.17	41	34.17
Undecided	63	26.69	27	23.27	36	30.00
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

54. With the experience of having studied a unit on occupational fields, do you think you would look forward to the unit if it was being offered to you for the first time?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	101	42.80	51	43.96	50	41.67
No	71	30.08	34	29.31	37	30.83
Undecided	64	27.12	31	26.72	33	27.50
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

55. Do you think you would have enjoyed a six week unit on occupations?

	<u>Total</u>		<u>Boys</u>		<u>Girls</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	78	33.05	41	35.34	38	31.67
No	112	47.46	52	44.83	60	50.00
Undecided	46	19.49	23	19.83	22	18.33
	<u>236</u>	<u>100.00</u>	<u>116</u>	<u>100.00</u>	<u>120</u>	<u>100.00</u>

Pupil Comments:

1. I can hardly wait till I start studying for a job in high school.
2. I hope they do it in ninth grade.

Although there is no clear mandate of group approval for future vocational units, more pupils indicate a desire for such a program. Item #55 presents a conflicting thought in view of the group's opinion that the lack of time is one of the defects of the unit.

56. Which of the following parts of the unit did you find most helpful? Rank your preference by placing a 1 by your first choice, a 2 by your second choice, etc.

A. Study of Job Classification

Choices

	1	2	3	4	5	6	7	8
Boys	6	14	14	18	17	14	10	11
Girls	7	9	9	31	24	18	14	4
Total	13	23	23	49	41	32	24	15

B. Study of Different Sources of Occupational Information

Choices

	1	2	3	4	5	6	7	8
Boys	4	2	15	13	22	18	22	12
Girls	1	0	17	22	21	30	11	7
Total	5	2	32	35	43	48	33	19

C. Study of the "changing world of work"

Choices

	1	2	3	4	5	6	7	8
Boys	4	5	7	15	17	19	20	8
Girls	7	6	8	8	12	21	30	13
Total	11	11	15	23	29	40	50	21

D. Study of a Particular Occupation

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	25	16	21	16	13	10	8	1
Girls	26	20	20	10	17	10	8	3
Total	51	36	41	26	30	20	16	4

E. Oral Reports

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	14	22	23	10	16	9	9	8
Girls	11	25	28	10	8	15	9	7
Total	25	47	51	20	24	24	18	15

F. Written Reports

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	12	11	15	16	10	13	5	8
Girls	6	19	14	18	12	7	9	9
Total	18	30	29	34	22	20	14	17

G. Kuder Preference Test

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	33	22	12	16	7	4	8	3
Girls	43	19	13	8	7	8	11	6
Total	76	41	25	24	14	12	19	9

H. Career Night

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	18	24	7	9	3	7	9	12
Girls	19	19	7	10	7	4	6	15
Total	37	43	14	19	10	11	15	27

The purpose of item #56 is to establish the class activities of the unit that were the most beneficial to the student and to verify previous items of the questionnaire in regard to the activities. It must be noted that some members of the student group did not rank every activity due to the following:

1. Absent when a particular activity was conducted
2. Indecision involving preference

Despite the inconsistent number of responses, there appears to be a very satisfactory sampling of the 236 pupils that responded to the questionnaire.

For analysis of the preference rankings, four categories have been established and the number of pupils responding to each of the categories has been noted. The categories are as follows:

1. First choice
2. First or second choice
3. First, second or third choice
4. First, second, third or fourth choice

Preference Rank

	<u>1</u>	<u>1-2</u>	<u>1-2-3</u>	<u>1-2-3-4</u>
Kuder Preference Test	76	117	142	166
Study of a particular occupation	51	87	128	154
Oral reports	25	72	123	143
Career Night	37	80	94	113
Written reports	18	48	77	111
Job Classification	13	36	59	108
Sources of occupational information	5	7	39	74
Changing world of work	11	22	37	60

The preference of class activities deemed most helpful by the pupils may be observed by the arrangement of the activities in the analysis chart shown above. The apparent conflict in the rank of oral reports and Career Night may be due to the fact that many pupils did not attend the Career Night program. There appears to be no significant difference in comparing the responses of boys and girls.

57. What do you feel are the important things in the selection of an occupation? Rank your preference by placing a 1 by your first choice, a 2 by your second choice, etc.

A. Salary

	Choices							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	12	30	18	23	6	16	3	4
Girls	2	6	21	22	20	31	10	1
Total	14	36	39	45	26	47	13	5

B. Influence of Parents

	Choices							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	1	3	5	4	3	12	33	45
Girls	0	1	1	3	4	10	54	35
Total	1	4	6	7	7	22	87	80

C. Service to Others

	Choices							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	7	9	15	13	16	17	19	15
Girls	20	12	31	9	11	16	11	4
Total	27	21	46	22	27	33	30	19

D. Fame and Glamour

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	1	4	9	2	11	20	29	25
Girls	1	2	1	4	6	7	29	59
Total	2	6	10	6	17	27	58	84

E. Ability

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	29	20	11	2	11	6	3	1
Girls	53	37	9	3	8	3	0	0
Total	98	57	20	5	19	9	3	1

F. Personal Interests

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	45	20	11	2	11	6	3	1
Girls	53	37	9	3	8	3	0	0
Total	98	57	20	5	19	9	3	1

G. Working Conditions

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	5	17	24	24	23	12	9	2
Girls	3	9	19	34	25	17	4	0
Total	8	26	43	58	48	29	13	0

H. Many Opportunities

Choices

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Boys	10	4	19	24	27	13	4	5
Girls	2	6	11	31	29	24	4	2
Totals	12	10	30	55	56	37	8	7

The purpose of item #57 is to determine the motivating factors that the Brighton "early adolescent" might consider in the selection of an occupation and to provide a comparison of these factors to those factors that have been established as representative of the "early adolescent" group.

To identify these "common" motives of occupational choice, reference is made to Wattenburg's conclusions which have evolved from a survey of numerous studies.

1. Young children often develop definite unrealistic vocational goals. Generally these choices are surrounded by an atmosphere of adventure, prestige, and service to others.
2. More than any other factor, the idea of parents influence young folks in the choice of an occupation.
3. In the United States, both parents and youngsters are strongly influenced by the prestige which certain occupations have.
4. The key factors in coming to a decision are likely to be family influence, prestige ratings, sub-cultural expectation, and availability of jobs.¹

1. William W. Wattenburg, The Adolescent Years, pp. 356-359.

In contrast to these influential forces, the philosophy of vocational guidance advocates that the personality factors of the individual which involve ability, aptitude, and interests are the most important and significant motives for determining an occupational choice.

For analysis of the preference rankings, four categories have been established and the number of pupils responding to each of the categories have been noted. The categories are as follows:

1. First choice
2. First or second choice
3. First, second or third choice
4. First, second, third or fourth choice

Preference Rank

	<u>1</u>	<u>1-2</u>	<u>1-2-3</u>	<u>1-2-3-4</u>
Personal interest	98	175	195	200
Ability	61	131	159	182
Service to others	27	48	94	116
Salary	14	50	89	134
Working conditions	8	34	77	135
Many opportunities	12	22	52	107
Fame and glamour	2	8	18	24
Parental influence	1	5	11	18

The analysis of the preference rank chart and the individual categories reveal the following summarizations:

1. The forces that Wattenburg states as the most compelling are ranked very low by the Brighton group.
2. The "parental influence" motive is ranked last. It has been established that this is considered the most powerful factor.
3. The "fame and glamour" category, representative of the junior high level, does not merit any great consideration as a factor.
4. The significant difference between boys and girls occurs in the following categories:
 - a. Boys ranked salary as a more predominant choice than girls.
 - b. The girls indicated that service to others is of importance to them, whereas boys regarded it a lesser influence.
5. The student group overwhelmingly endorsed the personality factors of interest and ability as the most essential guide toward a vocational choice.

58. What is your feeling upon the amount of time spent on the unit? Do you feel that more or less time should have been spent on the unit, or do you feel the time amount was satisfactory?

	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
More time	105	54	51
Less time	40	23	17
Satisfactory	91	39	52
Totals	236	116	120

Pupil Comments:

The need for more time

1. I would have liked to go deeper into my job choice.
2. Everything was jammed into the three weeks.
3. It was too rushed. I could not digest all the material at once.
4. We need more time in preparing the oral reports.
5. The whole unit seemed to be rushed.
6. We were not able to finish our work and discussion in social studies.
7. Time should have been spread out and we should not have stopped our other school work.
8. I barely had time to complete my report.

The desire for less time

1. By the time the unit ended, most of the kids were getting bored.
2. It took too much time from school work.
3. It interfered with my other subjects.
4. The unit began repeating itself.

Satisfactory time allotment

1. Any more time would have been boring. Any less would not contain enough information.
2. The time was fine. It would have been almost impossible to do it in any shorter time. Any longer would have dragged it out.

More members of the total group indicated that they would have desired a longer time allotment than the three week period prescribed for the unit. In consideration of this proposal, it must be remembered that item #55 revealed that more students rejected the idea of a six week unit than approved it.

59. What did you feel was the importance of this unit.....
 learning methods of obtaining facts about a job or learn-
 ing the facts about a job?

	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Learning the different methods of obtaining facts	14	6	8
Learning the facts about a job	214	106	108
Equal emphasis on both aspects	8	4	4
Total	236	116	120

An overwhelming majority of the group expressed that the learning of numerous facts of an occupation was the major objective of the unit. It is realized that to acquire these facts, the students had to be acquainted with the techniques of obtaining the knowledge. This aspect of the program, though, is considered of lesser importance than the actual facts as envisioned by the group.

60. If you feel that the occupational films shown during the year were not worthwhile, explain reasons if possible. If you feel that the films were worthwhile, omit this question.

	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Not worthwhile	114	49	65
Worthwhile	112	57	55
Total	236	116	120

The results of this question maintain a very close correlation to the data evoked from the responses of item #52. The reaction of the group to the films were equally divided.

61. Did you become more or less interested in the unit as the unit progressed? Give reasons if possible.

	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
More interested	117	64	53
Less interested	119	52	67
Total	236	116	120

Pupil Comments:

More interested

1. I want to learn more about occupations before I choose one.
2. There were a lot more jobs than I suspected that I would be interested in.
3. I wanted to find about jobs that I might like.
4. As I studied my particular occupation, it indirectly opened the door to new ones.
5. I began to see the good and bad sides of a job.
6. I learned more about the job I wanted.

Less interested

1. Many people made reports on jobs I could not have cared less for.
2. The duplicated reports made me feel like falling asleep.
3. The oral reports became monotonous.
4. All the kids lost interest as the ten or eleven reports were being given.
5. Oral reports were sometimes educational but after twenty reports you became uninterested and usually the speaker isn't too enthusiastic either.

The presentation of the oral reports appears to be the basis for the diminishing interest of approximately half of the group.

62. What parts of the unit did you like or feel were satisfactory? Give reasons if possible.

<u>Types of response</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Oral reports	72	40	32
Study of an occupation	35	21	14
Kuder Preference Test	31	20	11
Career Night	29	15	14
Occupational films	22	10	12
Written reports	15	9	6
Job classification	7	4	3
Changing world of work	4	2	2

The four activities that merited the most consideration in this item are the same activities that were preferred the most by the students in their responses to item #56.

63. What parts of the unit did you dislike or feel were unsatisfactory? Give reasons if possible.

<u>Types of response</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Oral reports	59	39	20
Occupational films	37	18	19
Job classification	12	4	8
Citizenship Education class work	9	3	6
Sources of occupational information	6	4	2
Library facilities	6	3	3
Kuder Preference Test	4	2	2
Career Night	4	2	2

As previously indicated in other sections of the questionnaire, the first four topics in the above chart did not merit the approval of the pupils. It is interesting to note that the topic of oral reports gained the most favorable response as a satisfactory activity as shown in item #62 which is contrary to the findings that result from item #63 as shown in the above chart.

64. What suggestions have you for improving the unit?

<u>Types of response</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Longer time period	40	23	17
Presentation of the unit at a later grade level	21	4	17
Improvement of quality of films	14	6	8
Written reports only	9	2	7
Shorter time period	5	5	0
More class time in the library	4	2	2
Omit the study of job classification	4	2	2

Pupil Comments:

1. Cut out the oral reports and let the individual student do more individual research and hand in a written report.
2. Take a poll of the more popular jobs and get films on them so you would have the attention of the kids.
3. Divide the kids into different fields.
4. Have written reports so you don't have to waste so much time reading them out loud.
5. Have each occupation in the room represented only once. The overlapping should be excluded.
6. Dividing the kids into groups with like interests and have free discussion.
7. Certain films should be just shown to boys and the same for girls.
8. Oral reports should be assigned to certain pupils so there is no repetition.
9. Have written reports instead of oral reports and place these on shelves so other pupils can read them if they want to.
10. Show more general occupational films rather than on a specific job.
11. I feel that I only think about careers at career time and we should be reminded on and off.
12. More time should be given for personal reports rather than group therapy.

65. What is your general opinion of the occupational unit that you have just finished?

	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
Satisfactory	150	77	73
Unsatisfactory	75	45	30
Total	225	122	103

Pupil Comments:

1. It was partially interesting and the way it was planned was excellent.
2. It was very educational but not much time was given.
3. I thought it was a great unit.
4. My general opinion of the unit is that it was good and informing but very overworked.
5. It was good background but it doubled my work.
6. On the whole, it was interesting and helpful.
7. I wished the unit was not pushed as it was.
8. It could be more interesting.
9. Everything was repeated routine.

The author analyzed the specific student comments and classified them in the general categories of "satisfactory" and "unsatisfactory. The grouping reveals that two out of three pupils deemed the unit as satisfactory.

THE ANALYSIS OF THE TEACHER OPINIONNAIRE

1. Did you feel that the unit's emphasis was on techniques of finding facts about a particular occupation or field, or a general orientation of the world of work?

Six of the seven responses stated that the general orientation represented the central theme of the unit.

2. What special areas of interest did you note among the pupils?

Most of the comments revealed that the group's major interest involved the field of professional vocations such as medicine, law, and science. This outcome is indicative of the professional and cultural background of the community.

3. What areas of disinterest did you note among the pupils?

1. The students, generally speaking, wanted no jobs unless they were professional or semi-professional or some type of managerial occupation. Prestige of a job counted.
2. Skilled or non-skilled jobs were barely touched upon.
3. Non-college type work

In reference to actual activities of the unit, the following comments were stated:

1. Some disinterest was noted in the type of information given by students in discussion.
2. Some had the feeling of being bogged down by it all.
3. There was repetition in two subject areas.
4. They became tired and bored in the oral reporting.

These observations confirm the attitude of many members of the student group in regard to the negative aspects of the oral reports and its effect upon the interest level

of the pupils.

4. What materials did you feel were the most helpful to the pupils?

1. The chronicle files seemed to disappear most quickly.
2. Career and occupational files owned by the school
3. Occupational pamphlets

The student response to items 16-22 of the pupil questionnaire appears to support the teacher evaluation of the most helpful materials.

5. What materials did you feel were the least helpful to the pupils?

1. They did not use the general references such as the encyclopedias.
2. The small pamphlets and four-page handouts

6. What parts of the unit did you feel were the most helpful or interesting to the pupils?

1. The individual research into the job of their choice
2. The actual research and Career Night
3. Preparation for reports
4. Listening to each other's reports
5. Work in research

As confirmed by the results of item #57 of the pupil questionnaire, the students and teachers are in agreement to the beneficial aspects of the research activity.

7. What parts of the unit did you feel were the least helpful or interesting to the pupils?

1. The second part of the social studies unit regarding the history of technological growth
2. The actual presentation by the students
3. Oral topic reports

Although only three comments were elicited from the seven respondents, it is noted that two of the statements refer to the oral reports that have been identified as a source of disinterest among the pupils.

8. Did you feel that the enthusiasm of the pupils grew or diminished as the program progressed? Do you have any explanation for your answer?

1. Enthusiasm grew right from the start until the oral presentations were started. As each pupil gave his, interest dwindled.
2. It diminished when they couldn't find their materials right away. They would tend to give up easily.
3. The material was repeated and was therefore boring to the students. Many students felt that the unit was a waste of time.
4. It diminished as it was too much to absorb at one time.
5. Diminished
6. Diminished
7. Grew

Approximately half of the pupils responded that their interest lessened and the teachers appear to endorse this attitude.

9. Did you enjoy teaching the unit? Can you give reasons if your answer is negative?

1. I enjoyed the first part of the unit when the interest was high.
2. No. It should be done in the homerooms.

Of the remaining five comments, three were positive and two were negative.

10. Do you feel that the eighth grade level is the proper level to implement the program that was conducted?

1. May be too early for many and O. K. for some
2. Yes, but on a more limited basis
3. Yes, if stress is placed on the idea that they are not supposed to try to decide their future job desire
4. Yes. Try to avoid specific occupations.
5. Yes.
6. No.

The majority of teachers indicated that the eighth grade level is an appropriate stage for a vocational guidance unit, although there should be some limitations.

11. Do you feel that Brighton is furnishing proper vocational guidance to the potential dropouts or very slow learners in the junior high?

1. No. Most guidance in this area must come in a face-to-face situation and not in groups as we just don't have that many dropouts.
2. More in this area could be accomplished. Perhaps a work program might even be inaugurated for the slow learner.

The six remaining responses were negative. The unanimous agreement, when related to the fact that the unit focused upon the professional fields of work, merits consideration of further study.

12. In regard to the socio-economic makeup of the junior high pupils, do you feel that a vocational program such as has been offered could come at a later date?

1. It should be started here for slow learners; it could change the curriculum somewhat to fit their needs.
2. This type of program follows the pattern for career placement which is a process and not a

simple choice.

The three additional responses that were received expressed the delay of the program.

13. Do you feel that the unit was satisfactory in reference to time? If not, do you feel the time spent was too long or too short a period?

1. Adequate
2. Good as it is
3. I didn't finish in the time period. It shouldn't drag on forever.
4. Too long a time spent
5. I felt too much time was used for it.
6. Too long

Whereas a greater number of pupils stipulated a greater need for more time regarding the unit, the teachers indicated the opposite view.

14. Do you feel that the unit took too much time from your subject matter curriculum?

1. I would not have minded so much if I could have tied it in with the Industrial Revolution. As it was, the job unit stuck out like a sore thumb and broke up the unit I was teaching. Because it was a clumsy unit, I felt too much time was used for it.
2. Yes. It should be spread over a long time.
3. No. Such a unit shows why we study.

Of the three remaining comments, two were positive and one was negative. In summary, four of the six replies indicated that subject matter was neglected in favor of the unit.

15. Do you feel that the time spent on the unit would be more worthwhile if devoted to the student's self-appraisal and what it indicates for his high school program?

1. This is done in group guidance classes prior to and after the vocational unit.
2. Self-appraisal would be very worthwhile within the program.
3. Good idea
4. I think so
5. Perhaps

16. Do you feel that the pupils acquired efficient procedures of obtaining information?

1. Weak, because ready made materials were made available.
2. They have a start and that's what was desired.

In addition to the above statements, two positive and two negative responses were received.

17. Do you feel that the library facilities were sufficient for your pupils to acquire information and conduct research?

1. No. The pupils were limited by the amount of material.
2. Yes, although timing was not always opportune for the students. There were so many in the library at one time.
3. Yes, on the basis of work offered.
4. Yes, for junior high research on the topic.

Three positive comments were also given. The majority of teachers expressed that the facilities were sufficient although competition for the materials provided an obstacle.

18. Do you have any opinions regarding the occupational films shown to the pupils during the school year concerning their effectiveness?

1. Very limited and not up to date
2. Too many films on this topic resulted in disinterest and boredom.
3. Some were excellent but others were outdated.
4. Not too effective
5. Generally good

The general teacher consensus reflects the student opinion of the film presentations as outdated.

19. Do you have any opinions on how we can divulge occupational information other than the unit just completed?

1. I have considered a scrapbook type project worked on by committees of students. This could bear fruit through discussion.
2. I would wait until they have completed American history so that the "world of work" comes more naturally.
3. Do more on teen-age part time work. Do it through homerooms.
4. Wait a year or two.

20. Do you feel that the time devoted to the unit was worthwhile?

1. It would be easier to ask the students this question in a few years. If they obtained beneficial information, then it was worthwhile.
2. Not for the slow students
3. Not in my classes
4. Not entirely

Two positive responses were also received.

21. Do you have any suggestions for improvement of the unit?

1. If we have to do it, try to keep it paced to the student's ability.
2. Give a longer time period to allow for research independent of ready-made folders.
3. I feel that the social studies teachers could introduce the unit after or during the Industrial Revolution so that there would be more correlation.
4. The scrapbook project

22. What is your general opinion or evaluation of the unit?

a. Do you feel that the unit fulfilled its objectives?

Of the six responses given, two were positive and two were negative. The remaining two comments indicated indecision.

b. Did the unit have the interest of the pupils?

1. At the beginning
2. During research mostly
3. Slightly

Three additional comments expressed a positive reply.

c. Do you have any comments regarding the unit in connection with your subject?

1. Techniques of research, oral presentation, and organization of a report were all involved in the unit and made a good vehicle for their development.
2. I would prefer that the student be allowed to explore his interest as an individual project and report independently to insure greater depth.
3. We have lost ten to fifteen periods on testing and guidance and will be lucky to complete half of the course.
4. It fit well in that research and panel discussion techniques are areas involving English.

INTERVIEW WITH SCHOOL LIBRARIAN

The author of this study conducted an informal interview with the school librarian in reference to the utilization of the library facilities as a phase of the unit. The general conclusions of the interview are as follows:

1. The pupils were aware of different sources of occupational information, and were able to locate the sources without undue difficulty.
2. The only negative aspect appeared to be the great amount of competition for the informational sources encompassing the professional fields. The degree of competition was increased when the library was serving a multitude of students seeking information. This situation was often created by several classes visiting the library at the same time.¹

1. Roxanne Marshall, Librarian at Brighton Junior High School; interview, March 5, 1963.

CHAPTER IV

THE EVALUATION OF THE STUDY

The Summary

The purpose of this study is to determine the effectiveness of the vocational group guidance unit that is offered to the eighth grade pupil enrolled in the Brighton No. I School System. The significance of this project is focused upon the conclusions and recommendations for unit improvement that have evolved from the purpose of the study.

To arrive at a conclusive and comprehensive analysis of the problem, the author formulated three plans of investigative pursuit. To recapitulate the research procedure, the following outline is presented:

1. It was deemed essential that the thoughts and attitudes of the pupils and teachers who participated in the unit should be accumulated and organized to the extent that pertinent aspects of the unit could be revealed. To acquire the data necessary for such an analysis, the objectives and content of the unit were examined as a basis for the design and creation of a student questionnaire and a teacher opinionnaire. Evaluation of the responses to these measuring instruments has established the statistical evidence and personnel commentary of the report.

2. To provide proper orientation to the study, the author examined the content and presentation of the vocational group guidance unit and investigated the academic, cultural, and socio-economic background of the youth that were involved in the unit. Through this approach, the author endeavors to present the curriculum plan in question and the significant factors of consideration when creating or evaluating such a plan.
3. The review of previous research projects and authoritative literature that is presented in this study is an integral and essential facet of the analysis. The investigation of these works reveals the philosophy and concepts of efficient functioning of vocational group guidance units for the junior high school. Incorporated in these findings are the concise guides by which the Brighton career guidance unit may be evaluated.

The Findings

To formulate concluding statements in reference to the objectives of this research study, it is essential that the significant attitudes relating to these objectives be identified. Through analysis of the statistical evidence and commentary evolving from the questionnaire data, the findings that appear to be a notable representation of the sampling or of important value have been accumulated and presented in the following outline.

I. The Needs and Purposes of the Career Unit

A. A majority of the student sampling expressed the following:

1. The student has an area of concern regarding a future occupational choice.
2. The unit stimulated thought in the following areas:
 - a. future plans
 - b. high-school program
 - c. self-appraisal of aptitudes and interests
3. The student accumulated useful information in regard to the following:
 - a. occupational opportunities and requirements
 - b. knowledge of "self"
 - c. decisions involving future plans

4. The student possesses a great awareness of the importance of personality factors as motives for selection of an occupation.
 5. The unit was considered worthwhile in consideration of the time spent.
 6. The career unit is not suitable or necessary for the eighth grade student.
- B. Approximately sixty three percent of the pupils reveal that they are not sure, or do not know, the extent of their capabilities in reference to vocational fields. Only thirty seven percent of the pupils expressed a positive response to a suggestion of a self-appraisal unit as a replacement for the vocational unit.
- C. Teacher comments reveal the following opinions:
1. The pupil interest was greatly concentrated on vocations of a professional nature. There appeared to be no inclination towards work that did not involve college preparation.
 2. Proper vocational guidance is not being provided for the very slow learner at the junior high level.
 3. There is mixed reaction concerning the introduction of the unit at the eighth grade level. Some teachers favored the delay of the unit or were indecisive. Teachers that asserted a

positive response expressed certain controls such as:

- a. less emphasis on a study of a specific occupation
- b. more preparation for the slow learner
- c. more limited basis

II. Activities of the Career Unit

A. A majority of the student sampling indicated the following opinions or facts:

1. The class activities were generally interesting or helpful.
2. The most interesting and helpful activity was the study and research of a particular occupation.
3. Other interesting class activities consisted of the study of job classification and the presentation of oral reports.
4. Other helpful activities involved the study of job classification and the sources of occupational information.
5. The administration of the Kuder Preference Inventory and the Career Night program were very valuable and successful assets of the unit. Sixty two percent of the pupils attended the Career Night program and a majority of this group did not feel that the program was

geared for high school students only.

6. The Kuder Inventory should be administered to future eighth grade pupils.
7. The students learned techniques of obtaining occupational information in the library.
8. The library materials, (Career booklets and Occupational Index File), were extensively used and very helpful.
9. Career booklets were more helpful than the Occupational Index File.
10. The material studied in English class or citizenship education class was not duplicated in either class.
11. The student expressed that the importance of unit involved the learning of facts of an occupation rather than learning the techniques of obtaining information about an occupation.
12. An abnormal amount of competition for library materials was indicated. Approximately fifty five percent of the pupils had an opportunity to visit the library during a regular class period. There was an insufficient time allotment in the library for the following:

- a. research of an occupation
- b. study of Career booklets
- c. use of the Occupational Index File

- 13. The occupational films presented during the school year were not worthwhile.
- 14. The interest level of the students diminished as the unit progressed.

B. Other important findings not implied by majority inference although significant in their interpretation are the following:

- 1. The least helpful and least interesting class activity was the study of the "changing world of work." Another activity that was considered least interesting among all activities was the study of sources of occupational information.
- 2. There was dissatisfaction with the quality of the occupational films presented during the school year.
- 3. A longer time period is desired than the three weeks allotted for the unit although the suggestion of a six week unit elicited disapproval among most of the students.
- 4. Considered least helpful among all activities was the presentation of oral reports and

accompanying question periods.

5. The topic of oral reports elicited the most varied reaction among the student sampling. Approximately forty percent of the group expressed that the reports were helpful, whereas thirty-nine percent reacted negatively. Other questionnaire items regarding the most satisfactory and unsatisfactory parts of the unit revealed that the oral reports elicited the most response in each category.
 6. Dissatisfaction with oral reports due to duplication of presentations and the overwhelming number of reports was expressed.
 7. Forty-one percent of the students verified the appeal of a Career unit in the ninth grade, whereas thirty-two percent rejected the suggestion. Twenty-seven percent were undecided regarding the prospect.
 8. No significant differences between the boys and girls was observed.
- C. Comments and observations by the teaching staff
1. The Career booklets and the Occupational Index File were deemed as the most helpful materials for the students.

2. The most satisfactory aspect of the unit involved the study or research of a particular occupation. The least satisfactory aspect of the program appeared to be the actual presentation of the oral reports.
3. Unanimous consent attesting to the dwindling interest among the pupils as the unit progressed was noted.
4. There was general agreement affirming the outdated background of the occupational films.
5. The majority of the teachers gave the opinion that the unit fulfilled its objectives to some extent, or expressed a negative reply.

The Conclusions and Recommendations

To ascertain the value of the vocational guidance unit as related to the fundamental purpose of this study, the author has contemplated the important findings of the survey and deliberated upon the review of authoritative literature that accompanies this survey. After examination of the integrated information, conclusions have been formulated in reference to the five pertinent questions or sub-problems that are stated in the introductory chapter. On the following pages the sub-problems are restated and accompanied with concluding thoughts on each aspect. Recommendations are offered in areas of concern with the desire that the school administration and guidance department may evaluate such suggestions and implement those that appear compatible to the improvement of the unit.

I. Does the Brighton eighth grade pupil have a need for vocational guidance?

Although the students denied the need for a vocational guidance unit at their grade or age level, they unknowingly refuted this attitude by exposing ample evidence of inquiry and curiosity regarding future occupational plans.

Upon the threshold of senior high school experiences, the educational program will be developed on a more realistic foundation if the preferences or interests in a vocational field can be identified. Essential to this concept is the pupil's awareness of his total self and its implications to the vocational field that sustains the pupil's interest.

This need creates an even greater impact when the evidence reveals that sixty three percent of the students concur that they do not know or are indecisive of the extent of their capabilities. Undoubtedly, these aspects are focused into view by the thought-provoking activities that the unit presented. The pupils acknowledged their concern with general future plans, a high school program of studies, and a clear perception of personality strengths and weaknesses. Most important, though, the pupils indicated that the exploratory experiences and the occupational experiences did alleviate their apprehensions to some extent in regard to areas of concern.

Reporting on a study entitled "The Vocational Maturity of Ninth Grade Boys," conducted by the Career Pattern Study of the Horace Mann-Lincoln Institute of School Experimentation of Teachers College, Columbia University, it was revealed that 'a 14 year old boy who is able to make a wise decision, vocationally, is likely to be one who lives in an intellectually and culturally stimulating environment provided by middle or upper middle-class families.'¹

With an awareness of the Brighton youth's background in correlation to the findings of the Career Pattern Study as reported by Fine, it certainly appears feasible to have a vocational unit functioning at the junior high level of the Brighton School System. This aspect, supported by the findings of other surveys and the needs of the pupils as revealed in this study, indicate the continuation of the unit at the

1. Benjamin Fine, op. cit., p. 336.

eighth grade level.

The negative attitude of the students involving the appropriateness of the unit at the eighth grade level is apparently due to the misconceived idea that a definite occupational choice must be selected at the present time. Abetting this faulty reasoning is the antagonism toward a study that appears to have no immediate implications as far as the pupils are concerned. Delaying the unit until a later grade would be more practicable as envisioned by the students. Nevertheless, after exhaustive research into the literature encompassing occupational activities at the junior high level, the author must conclude that the prevailing opinion appears to favor the introduction of such a program.

II. How successfully does the unit fulfill its objectives?

A. The objectives of the vocational unit were:

1. To inform students about the various occupational opportunities in the world of work and the necessary qualifying requirements
2. To help students begin to formulate future educational and vocational plans
- 3.. To help students develop and improve their ability to obtain and use occupational information.

4. To impress students with the importance of sound occupational decisions and the way they relate to future success and happiness

The data of the study reveals that the majority of the students were accommodated in reference to the four objectives stated. One startling revelation of a positive nature involved the student's selection of factors for an occupational choice. The overwhelming preference for consideration of ability and interest as prime motivators rather than the factors generally selected by early adolescents infers that the unit, on the basis of the last objective listed, may be responsible for this very satisfactory attitude.

The one deficiency that may exist in relating the objectives of the unit to the "whole" of the student group is that the limited learner or potential drop-out may be neglected in terms of the unit offerings that are presented in the academic atmosphere that is Brighton. The teachers that conducted the unit, as one, expressed that the slow learner does not receive a proper type of vocational guidance. Recognizing that the number of drop-outs in the Brighton School District is very small, it is nevertheless of the utmost importance to assist those pupils who will be encountering the actual work experience before their peers do. As revealed by the study data, the occupational areas that had the greatest concentration of time, pupil interest, and discussion was that of the professional fields. To the slow learner, these fields probably would

not appear as a source of great interest or assistance.

III. What aspects of the unit are satisfactory and should be continued?

The most interesting and helpful class activity was the research study of a particular occupation. The apparent reason for the success of this phase originates from the personal need of knowledge that the pupil develops toward an occupation or field that encompasses his interests, curiosity, or possible aspiration. The research enabled the pupil to develop in areas of English skills such as techniques of researching, oral presentation, and organization of reports. As reflected by the evidence, the research phase indicates that the student acquired comprehensive information and motivated thoughts relating to future educational planning and self-appraisal. It is hoped that pupils harboring an unrealistic vocational desire on the basis of their ability and aptitude will benefit from their research.

The administration of the Kuder Preference Inventory was a very valuable program asset in view of the great number of pupils that expressed a vague knowledge of their capabilities. The students verified that the Inventory provided information about themselves that they were not cognizant of, and it is hoped that this new acquisition of personal knowledge will assist the child in his vocational development. The administration of the Inventory, on the basis of the evidence, should

be considered as a very important aspect of the school guidance program and should be continued in future units. This view is aptly stated by the comments of Fine:

It isn't likely now because of the shortage of guidance counselors, but perhaps your child is in one of the communities where guidance tests are given, the Kuder Preference Inventory Vocational Test for example, which locates the student's interests and characteristics against the known interests and personality traits of successful people in many vocations. Any aptitude tests are useful as a matter of fact, not because they indicate so aptly what one should do but because they sometimes dramatically reveal what one should not do.¹

Through its authoritative information, the Career Night activity appealed to many of the pupils who attended the program. A desirable revelation is that a higher percentage of pupils did not feel miscast at a high school function nor did they intimate that such a program for junior high pupils only was necessary.

The study of job classification was the only other activity, excluding the research, that considered merit as an interesting and helpful activity by a majority of the pupils. As noted previously, the professional vocations represented the area of greatest pupil interest.

The sources of occupational information and the techniques of acquiring the information were employed efficiently by the pupil. The pupils learned the practicality and

1. Benjamin Fine, op. cit., p. 334.

importance of these facilities through their endeavors of the research study.

IV. What aspects of the unit are not satisfactory, should be improved, or eliminated?

The time period of three weeks that was devoted to the unit appeared to be insufficient for the amount of activities that were planned. The majority of pupils indicated that a large amount of competition existed for the library materials and this fact may be responsible for the attitude of unsatisfactory time allotment. Almost half of the group stated that they did not have the opportunity to visit the library during a regular class period as had been planned in the organization of the unit.

The presentation of the oral reports are conceded to be among the least helpful activities of the unit and represented the origin of the diminishing interest among the majority of the pupils as the unit progressed. The apparent basis for the negative attitude is due to the overwhelming number of reports presented in class, the duplication of topics, and the offering of many vocations that did not solicit the attention of the pupils.

The least helpful and least interesting class activity was the study of the "changing world of work." In realization of the dynamic technological changes that may drastically affect today's child in his vocational vision of tomorrow, the failure of this activity merits evaluation.

The educational value of the film presentations was rejected by the students on the basis of their dated quality and their emphasis on specific occupations rather than on general vocational fields. Many of the girls indicated their disinterest in films that presented topics that involved male occupations.

The study of sources of occupational information was considered as one of the least interesting activities although the students regarded it as a very helpful activity. The methods by which greater enthusiasm can be motivated for this study should be explored.

V. What recommendations or suggestions can be offered to facilitate further improvement of the unit?

The prime reason for the hesitancy of many pupils in accepting the unit presentation appears to be founded on the assumption that there was no immediate need for the program. To combat this faulty reasoning, there should be a greater attempt to create interest in the vocational implications that affect the educational high school planning of the child. Through this concept, the eighth grade student may become aware of the necessity and importance of the unit and its offerings.

Less stress on the research study of an occupation should be considered with caution. Although this activity was a very successful phase of the unit, it may be responsible for the student attitude that acknowledged that a definite vocational decision should be arrived at. Many pupils indicated that the

learning of facts about an occupation was the major emphasis of the unit which may be regarded as a very undesirable outcome of the research activity.

Although the year-long group guidance program is focused upon the topic of self-understanding and appraisal, the study found that a majority of the students were lacking in a clear perception of their total self. It is logical to assume that self-diagnosis should take place before delving into occupational areas and their requirements. On the basis of this concept, a child need not spend unnecessary time and effort exploring a vocation that he is unknowingly unsuited for. It would appear essential, therefore, that a greater emphasis be placed on a program involving the student's evaluation of his personality before the student is exposed to a vocational unit. Delaying the vocational unit and replacing it with a concentrated self-appraisal unit, as several members of the teaching staff concurred, represents a possible solution of the problem.

The unit should be introduced at a time when it could be correlated with the subject matter curriculum and be more meaningful to the pupil. As one staff member indicated, the insertion of the unit within the study of the Industrial Revolution would be appropriate.

The time allotment of the unit should be increased to a period of four or five weeks. The students indicated that the original time period of three weeks that was devoted to the unit was not satisfactory, and that a six week period would be

of undesirable length. The suggested time period would allow for improved scheduling of classes for library use thereby avoiding the competition for materials and reducing the pressures of researching that the pupils expressed.

There should be an attempt to enhance the study of the "changing world of work" which was deemed as one of the lesser activities of the unit. This phase may be more meaningful to the pupil if it is correlated with the Automation Revolution through science or citizenship education classes.

To combat the disinterest fostered by the oral presentations, the following recommendations are suggested:

1. The completion of a written report based on the individual research of each student would be required. The reports would be available to any interested students in the class for further study. Oral reporting of a particular occupation would be limited to one presentation.
2. Committees of students indicating mutual interest in a particular vocational area would be created. The results of the cooperative group research would be presented in one oral report or be available as a scrapbook project.

The purchase of modern vocational films that present general job classifications is recommended. Should the topical content of the films be exclusively based on professional fields is a question that requires further investigation by the

guidance department.

There are undoubtedly many students that do not or can not aspire to professional positions and these students should be acquainted with occupations that are compatible with their interests and abilities. A greater attempt should be made, therefore, to infuse the unit with the field of non-professional occupations. For the limited learner, especially the pupil whose school experience will probably be terminated before graduation, individual counseling may be of greater value than the group guidance technique. More specific and realistic assistance pertaining to the vocational interest of this child is needed.

Unit activities that are considered interesting and not helpful or those activities that are deemed helpful and not interesting require further evaluation by the guidance department. Such activities have displayed limited satisfactory qualities and have provided learning experiences that can be expanded through investigation and improvement of the activity.

APPENDIX A

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APPENDIX B

Because the choice of an occupation is the culmination of a continual process extending over a long period of time, a start should be made as early as possible.

The year preceding entrance to high school is a strategic time to try to bring into focus the information about occupations gained in earlier years. Of course, there should be no effort to have pupils choose a specific occupation at this time but the pupils should have the opportunity to explore families of occupations.

We hope that the 8th grade pupils will be more realistic in the evaluation of their interest, abilities and points of weakness since the Group Guidance program in Grade 8 is focused on Self-Understanding and Appraisal. These pupils should be ready to be guided in relating their qualifications and personality traits to the requirements of occupations of interest to them.

Helping youth explore the numerous occupational and educational opportunities in this atomic age can be a challenge. Teachers do not have to be occupational information experts nor do they have to know all the details about college admission requirements and course offerings. The main prerequisite is simply an interest in helping boys and girls consider possible career choices and knowledge of how one goes about this. Our boys and girls should be provided with an opportunity to explore the thousands of career fields in the broad and expanding world of work.

The following is a tentative program to be used in Grade 8 in aiding the pupils to explore the many occupational and educational opportunities available.

GENERAL AIMS AND OBJECTIVES

- . To inform students about the various occupational opportunities in the world of work and the necessary qualifying requirements.
- . To aid students in exploration of future educational and vocational plans.
- . To help students develop and improve their ability to obtain and use occupational and educational information.
- . To impress students with the importance of sound occupational decisions and their relations to future success and happiness.

Unit I. Looking to the Future (to be discussed in a general assembly
by Guidance Counselors)

A. Necessity for Making Educational and Vocational Plans

1. To provide for self and family
2. To render service to society and nation

B. Results of Wise Educational and Vocational Selections

1. Job success (occupational competence)
2. Personal happiness and satisfaction
3. Effective utilization of the nation's manpower
4. Contribution to society

C. Results of Poor Occupational Planning

1. Job dissatisfaction
2. Job failure
3. Low standard of living
4. Personal unhappiness

D. Common Mistakes in Making Occupational Choices

1. Some common fallacies -
 - a) Determination and industry always lead to success
 - b) The good worker can always get to the top
 - c) One can always try different jobs until one finds the right one.
 - d) Friends can usually get you a good job
 - e) Every job has advantages and disadvantages, so what difference does it make
 - f) With luck one can always get a good job
2. Blocks to sound occupational choice -
 - a) Lure of the glamorous occupations

- b) Desire for prestige and money
- c) Desire for immediate success
- d) Educational specialization too early
- e) Inadequate knowledge about what the job involves
- f) Inability to relate individual potentialities to job requirements
- g) Overconfidence
- h) Quick decisions based on inadequate information
- i) No allowance for change of plans or career choice

Unit II. Our Changing World of Work (to be taught in Social Studies Class)
"Our World of Work"-SRA - may be used as well as "School Subjects and Jobs" - SRA.

A. Changes in the World of Work during the last 100 years.

1. Mechanization and automation
2. Job specialization
3. Union movement
4. Government regulation of industry and business
5. Increased employment opportunities
6. Shorter work week
7. Increased number of working women

B. Recent Trends

1. Occupational shortages
2. Educational requirements
3. Occupational mobility

C. Possible Changes in the Future

1. New fields of work
2. Improved methods of production

Questions which may be used for this unit

1. How do you account for the increased number of women in the job world today?
2. What do we mean by the term "occupational shortage"? Name several occupations in which critical shortages exist today.
3. What do we mean by occupational mobility?
4. What kinds of industries and activities make up the world of work? In which are the greatest numbers employed?
5. How do changes in the world of work affect our standard of living?

Unit III. Surveying the Occupational Areas (to be taught in Soc. St. class)

A. Job Classification

- | | |
|---------------------------------------|-----------------|
| 1. Professional | 7. Skilled |
| 2. Semi-professional | 8. Semi-skilled |
| 3. Managerial | 9. Unskilled |
| 4. Clerical and sales | |
| 5. Agricultural, fishery and forestry | |
| 6. Service | |
| a) domestic | c) protective |
| b) personal | d) building |

B. Industrial and Business Occupations

- | | |
|-------------------|-------------------|
| 1. Automobile | 6. Petroleum |
| 2. Communication | 7. Printing |
| 3. Food | 8. Textile |
| 4. Iron and steel | 9. Transportation |
| 5. Mining | 10. Other |

1. Discuss each of the job classifications using Chapter III, Choosing Your Career, to illustrate the various jobs in each area.
2. Ask other classroom teachers to discuss the occupational implications of their courses sometime during this or succeeding phases of the unit.
3. Name the nine different occupational classifications and list several jobs in each area.
4. Why is it important to know something about each major occupational family?
5. What is the difference between a professional and a semi-professional occupation?
6. What kind of training or preparation is generally needed to prepare for a professional career?
7. In what professional and semi-professional occupations are there critical shortages.

8. What is a managerial occupation?
9. What is the difference between clerical and sales work?
10. Name several school subjects which prepare students for employment in clerical positions.
11. What interests are common to agricultural, fishery, and forestry occupations?
12. What is a skilled worker?
13. Why are the service occupations so named?
14. What occupations in your community would be classified as protective services?
15. How do skilled and semi-skilled, and unskilled work differ?
16. What are the recent employment trends in semi-skilled and unskilled occupations?

Unit IV. Sources of Occupational Information (to be taught in English class)
"Choosing Your Career" by SRA may be used.

A. Occupational File

1. Location and filing system
2. Types of information contained
3. Procedures for use
4. Value for the student throughout high school

B. Books and Magazines

1. Fiction and nonfiction
2. Biographies
3. Books on occupations
4. Using the card catalog to locate books
5. Using Readers' Guide to locate magazine articles

C. Other Reading Materials

1. Booklets and pamphlets
2. Occupational monographs
3. Newspaper articles

D. Pictures and Charts

E. General References

1. Dictionary of Occupational Titles (Volumes I, II, and Part IV)
 - a) Content
 - b) How to use
 - c) Relationship to occupational file
2. Occupational Outlook Handbook
3. Occupational Briefs and the Career Information Kit
4. Other reference sources

F. School, Work, and Travel Experiences

1. Occupational implications of school subjects
2. Occupational implications of school clubs and activities
3. Part-time and summer employment

Unit IV (Cont'd.)

4. Travel

G. Contacts with Workers on the Job

1. Interviews with people in different occupations
2. Visits to business and industry

H. Information from Friends, Relatives, and Teachers

I. Guidance Office

Question which may be used for this unit:

1. Why is it dangerous to rely on one source of information?
2. Why should you check the copyright date before reading occupational literature?
3. What factors must be considered in judging the accuracy and the adequacy of occupational literature?
4. What factors must be considered in interpreting occupational information which is viewed or heard?
5. Should you concentrate only on gathering information about occupations in which you are interested?
6. Why is it sometimes necessary to use several sources of occupational information?

UNIT V. Studying Particular Occupations (This outline may be used in preparing for oral topics and panel discussions to be presented in English classes.)

A. Description of the Occupation

1. History and development
2. General nature of the work

B. Status of the Occupation

1. Entry jobs
2. Promotional opportunities
3. Related occupations to which a worker might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook (local and national)
2. Factors which may affect employment trends

D. Wages and Hours

1. Salary range
2. Security benefits (insurance, medical, pension, etc.)

E. Working Conditions

- | | |
|---------------------------------|--|
| 1. Place of employment | 4. Employee and employer organizations |
| 2. Physical surroundings | |
| 3. Seasonal aspects of the work | 5. Other conditions |

F. Training Requirements

1. Level of education required
2. Helpful school subjects or activities
3. Type of higher education necessary (college, business, apprenticeship, etc.)
4. Type, cost, and length of training
5. Other requirements

- | | |
|-------------------------|--------------------------------|
| a) Licenses | c) membership in organizations |
| b) Special examinations | d) tools and equipment |

Unit V. (Cont'd.)

G. Personal Qualifications

1. Physical and mental requirements
2. Special age or physical qualifications
3. Personality characteristics
4. Abilities required
5. Interest necessary

H. Summary

1. Advantage
2. Disadvantages
3. Sources of information used

I. Relationship or Personal Qualifications to Those of the Occupation

or

II- Studying Families of Occupations

- A. Nature of work involved and where employed
- B. Training, other qualifications and advancement
- C. Employment outlook
- D. Earnings and working conditions
- E. Advantages and disadvantages

Questions which may be used for this unit:

- o Ask students to report orally on the occupation of a friend, parent, or relative.
- o Ask students to give oral summary reports on the occupations which they have studied intensively.
- o Display career booklets in the school library, cafeteria, or corridor showcase and later in a community store window or similar location.
- o Encourage the use of good note-taking techniques, proper bibliographical style, use of the library, and correct English.
- o Why is it wise to learn about many different types of work?
- o How many different occupations are there from which to choose?
- o What items of information should you know about an occupation?

Part V. (Cont'd.)

- o What do we mean by the term "employment trend?"
- o Why is it helpful to know about related occupations to which a worker might transfer?
- o What is an entry job?
- o Why is it important to know whether an occupation involves activities dealing primarily with people, ideas, or things or a combination of these?
- o Do you believe you should make a tentative career choice at this time?
- o Do you expect you will later question any tentative occupational plans you now have made?

APPENDIX C

STUDENT QUESTIONNAIRE

The following questions are in reference to the unit on Occupational Fields that you have just completed. The purpose of this questionnaire is for improvement of the unit for future eighth grade pupils. Thus, your frank and honest answers would be very much appreciated. You do not have to sign your name to this questionnaire.

DIRECTIONS: In the upper right corner of this sheet, provide the information desired.

For the following questions, place a check mark in the space provided that would be appropriate for your answer. Note that the first space provided is for YES answer, the second space provided is for a NO answer, and the third space provided is for UNDECIDED.

<u>QUESTIONS AND PURPOSE</u>	<u>YES</u>	<u>NO</u>	<u>UNDECIDED</u>
1. Did you ever have any serious concern about what type of Occupation you will have in the future before you studied this unit?	_____	_____	_____
2. Did the unit help you to think about yourself and your future plans?	_____	_____	_____
3. Did you obtain information that will help you in making decisions about yourself and your future plans?	_____	_____	_____
4. Did you feel that learning about occupational fields was necessary for you at this time?	_____	_____	_____
5. Did you feel that the unit supplied you with information about occupational opportunities?	_____	_____	_____
6. Do you feel that you know yourself well enough in regard to limitations and achievements, to think about occupational fields?	_____	_____	_____
7. Would you have rather spent time on the study of your limitations and achievements than on the occupational unit?	_____	_____	_____
8. Did you feel that the time spent upon the unit was worthwhile to you?	_____	_____	_____
9. Have you given any thought to your high-school subject program in connection with an occupational field since you have finished the unit?	_____	_____	_____
10. Did you find information on requirements needed for a particular occupation?	_____	_____	_____
11. Did the requirements make you think about your high school program of studies?	_____	_____	_____

IDENT QUESTIONNAIRE

ge 2

YES NO UNDECIDED

Did the requirements make you think about yourself 12.
and your skills, interests, and intelligence?

BRARY FACILITIES

Did you feel that you have learned how to find
occupational information through the library
facilities?

Did you feel you had enough time in the library
to do research upon the occupation you selected
to study?

Did you have an opportunity to go to the library
during a regular class period to gather informa-
tion about an occupation?

Did you use the Career booklets in obtaining
information?

Answer questions 17-18 if you answered YES to question 16.
Omit questions 17-18 if you answered NO to question 16.

Did you feel you had enough time to study the
Career booklets?

Were the Career booklets helpful in obtaining
information?

Did you wish to borrow the Career booklet from
the library on an overnight basis?

Answer question 20 if you answered YES to question 19.
Omit question 20 if you answered NO to question 19.

Were you able to borrow the Career booklet?

Did you use the Occupational Index File in obtain-
ing information?

Answer question 22-24 if you answered YES to question 21.
Omit question 22-24 if you answered NO to question 21.

Was the Index File helpful to you in acquiring
information?

Did you feel that you had enough time to acquire
information from the Index File?

Was information from the Index File easily avail-
able to you?

Did you feel that there was a large amount of
competition for the materials in the library?

UDENT QUESTIONNAIRE

ge 3

YES

NO

UNDECIDED

- 26. Did you feel that you had enough time during the unit to gather information about occupations and job classifications from the library? _____
- 27. Did you attend the Career Night program? _____
- Answer questions 28-31 if you answered YES to question 27.
Omit questions 28-31 if you answered NO to question 27.
- 28. Did you attend the Career Night program because you really wanted to acquire information about occupational fields? _____
- 29. Did you feel that the Career Night program was helpful to you? _____
- 30. Did you feel that the Career Night program was more for the high school student? _____
- 31. Do you think that a Career Night program for junior high pupils only would be a good idea? _____

ASS ACTIVITIES

- 32. Did you feel that the study of job classifications was interesting? _____
- 33. Did you feel that the study of job classifications was helpful? _____
- 34. Did you feel that the studying of different sources of occupational information was interesting? _____
- 35. Did you feel that the studying of different sources of occupational information was helpful? _____
- 36. Did you find that the oral reports in class were interesting? _____
- 37. Did you find that the oral reports were helpful? _____
- 38. Did you find that the questioning period after the oral reports interesting? _____
- 39. Did you find that the questioning period after the oral reports helpful? _____
- 40. Was the Kuder Preference Test helpful in providing information about yourself? _____
- 41. Did the Kuder Preference Test provide you with information about yourself that you did not know? _____

IDENT QUESTIONNAIRE

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YES

NO

UNDECIDED

Did the Kuder Preference Test results make you think about yourself and your future plans?

42.

Do you think that the Kuder Preference Test should be given to future eighth graders?

43.

Did you feel that the material studied in your English class was repeated in your Citizenship Education class?

44.

Did you feel that the study of the "changing world of work" was interesting?

45.

Did you feel that the study of the "changing world of work" was helpful?

46.

Did you find that the obtaining of facts about an occupation was interesting?

47.

Did you find that the obtaining of facts about an occupation was helpful?

48.

In general, did you feel the class activities were interesting?

49.

In general, did you feel that the class activities were helpful?

50.

CELLANEOUS

Have you enjoyed the Occupational films shown to you during the school year?

51.

Have you felt that the Occupational films have been helpful to you in giving information?

52.

Do you think you would enjoy an Occupation unit if it were given in the ninth grade?

53.

With the experience of having studied an unit on Occupational fields, do you think you would look forward to the unit if it was being offered to you for the first time?

54.

Do you think you would have enjoyed a 6 week unit on Occupations?

55.

The following questions are answered in a different manner. Read the directions and questions carefully. Where explanations are asked for, please give statements wherever possible.

Which of the following parts of the unit did you find most helpful?
Rank your preference by placing a 1 by your first choice, a 2 by your second choice, etc.
If you did not participate in a part of the unit, leave the space blank.

- ☐ a. study of job classification
- ☐ b. study of different sources of information
- ☐ c. study of the "changing world of work"
- ☐ d. study of a particular occupation
- ☐ e. oral reports
- ☐ f. written reports
- ☐ g. Kuder Preference Test
- ☐ h. Career Night

What do you feel are the important things in the selection of an occupation?
Rank your preference by placing a 1 by your first choice, a 2 by your second choice, etc.

- ☐ a. salary or wages
- ☐ b. influence of parents
- ☐ c. service to others
- ☐ d. fame and glamour
- ☐ e. ability (aptitude and skills)
- ☐ f. personal interests
- ☐ g. working conditions
- ☐ h. many opportunities

What is your feeling upon the amount of time spent on the unit? Do you feel that more or less time should have been spent on the unit or do you feel the time amount was satisfactory?

What did you feel was the importance of this unit----learning the different methods of obtaining facts about a job or learning the facts about a job?

If you feel that the Occupational films during the school year were not worthwhile, explain reasons if possible. If you feel the films were worthwhile, omit this question.

Did you become more or less interested in the unit as the unit progressed. Give reasons if possible.

STUDENT QUESTIONNAIRE

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62. What parts of the unit did you like or feel were satisfactory? Give reasons if possible?
63. What parts of the unit did you dislike or feel were unsatisfactory? Give reasons if possible?
64. What suggestions have you for improving the unit?
65. What is your general opinion of the Occupational unit that you have just finished?

APPENDIX D

WIGHTON JUNIOR HIGH SCHOOL DISTRICT #1

TEACHERS QUESTIONNAIRE

The following questions are in reference to the Career unit that the eighth grade pupils have just completed. The purpose of this questionnaire is for evaluation and improvement of the unit. Thus, your frank appraisal and comments would be very appreciated. Please comment on any questions that you wish.

PLEASE CHECK THE SUBJECT THAT YOU TEACH. ENGLISH _____ CITIZENSHIP _____

Did you feel that the unit's emphasis was on techniques of finding facts about jobs, facts about a particular occupation or field, or a general orientation of the world of work?

What special areas of interest did you note among the pupils?

What areas of disinterest did you note among the pupils?

What materials did you feel were most helpful to the pupils?

What materials did you feel were least helpful to the pupils?

What parts of the unit did you feel were the most helpful or interesting to the pupils?

What parts of the unit did you feel were least helpful or interesting to the pupils?

Did you feel that the enthusiasm of the pupils grew or diminished as the program progressed? Do you have any explanation for your answer?

TEACHERS QUESTIONNAIRE

Page 2

Did you enjoy teaching the unit? Can you give reasons if your response is negative?

Do you feel that the eighth grade level is the proper level to implement the program that was conducted?

Do you feel that Brighton is furnishing proper vocational guidance to the potential drop-outs or very slow learners in the junior high?

In regard to the socio-economic makeup of the junior high pupils, do you feel that a vocational guidance program such as been offered could come at a later year?

Do you feel that the unit was satisfactory in reference to time. If not, do you feel the time spent was too long or too short a period?

Do you feel that the unit took too much time from your subject matter curriculum?

Do you feel that the time spent on the unit would be more worthwhile if devoted to the student's self-appraisal and what they indicate for his high-school program?

Do you feel that the pupils acquired efficient procedures of obtaining occupational information?

TEACHERS QUESTIONNAIRE

e 3

Do you feel that the library facilities were sufficient for your pupils to acquire information and conduct research?

Do you have any opinions regarding the Occupational films shown to the pupils during the school year concerning their effectiveness?

Do you have any opinions on how we can divulge occupational information other than the unit just completed?

Do you feel that the time devoted to the unit was worth while?

Do you have any suggestions for improvement of the unit?

What is your general opinion or evaluation of the unit?

- a. Do you feel that the unit fulfilled its objectives?
- b. Did the unit have the interest of the pupils?
- c. Do you have any comments regarding the unit in connection with your subject?